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THE LIBRARY JOURNAL

VOL. 59 January 1, 1934 No. 1

Shall Librarians Have A Code?

Mrs. Barbara Cowles

The Saving Influence Of Books

Augustus H. Shearer

Books In Recovery And Reconstruction

Willis Kerr

The Taxpayer And Reading For Young People

Charlotte H. Clark
Louise P. Latimer

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BIBLIOGRAPHERS' GLOSSARY OF FOREIGN WORDS AND PHRASES

An Alphabet of Terms in Bibliographical and Booktrade Use

Compiled from Twenty Languages

By

BARBARA COWLES

Since the World War many previously obscure foreign countries have achieved an important place in the international exchange of knowledge. As a consequence, bibliographers are finding themselves increasingly called upon to work with the literature of these countries, frequently without adequate language preparation and almost entirely without adequate tools.

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The present work has been compiled in an endeavor to combine in one alphabet a list of such foreign words and phrases as would aid a bibliographer in working in any of the twenty languages it covers.

The basis of the work is a finding-list of about 500 terms. In addition to the familiar bibliographical and booktrade terms, there have been included the definite and indefinite articles, the conjunction *and*, the commoner prepositions, the cardinal and ordinal numbers to 20 and thence by tens to 100 and including 1000, the ordinary colors, the four points of the compass, the days of the week, the months, the seasons, the typical names of official and learned bodies (as *academy*, *bureau*, *office*, *society*, *university*, etc.) and certain adjectives customarily used to qualify these, the names of the principal countries and their adjective forms, and the names of the major branches of learning. These do not appear in all languages however, since for the sake of brevity easily recognizable cognates have been omitted.

This work is not a scholarly dictionary. It is intended for quick and ready reference, and for this reason parts of speech and inflections have not been indicated. Diacritical marks have been included, but are disregarded in the alphabetization as persons unacquainted with their meanings would otherwise be hindered in use of the book.

Alternate blank pages afford space for building vocabularies of terms in special subject-fields or languages at the discretion or need of the user, thus collecting between two covers an individualized list for any particular purpose.

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Forthcoming Issues of THE LIBRARY JOURNAL

THE LEADING article for the next number, a special number devoted to Correspondence Schools, will be entitled "The Library and the Correspondence School," by Thomas L. Mayer, head of the Department of Technology in the Buffalo, N. Y., Public Library. The second article will be entitled "Correspondence or Home Study Courses," written by J. S. Noffsinger, Director of the National Home Study Council at Washington, D. C. Other articles scheduled for this issue will be: "Leisure and the Library," cooperation given the library by the Junior League, by Roselyn E. Martin; "Preparing College Women for Leisure," by Flora B. Ludington; and "Leisure and the Arts," by Margaret P. Coleman.

The leading article for the February 1 issue will be "The Librarian as Bibliographer," by Donald Coney of the Newberry Library, Chicago. Other articles, according to space, will be "Why the Latest Book?" by Johnson Brigham, Iowa State Library; "Substituting From the Pamphlet Collection as a Depression Measure," by Grace W. Cotts; and "Please Send Me a Book About . . . ", the work of the Wisconsin Free Library Commission by Katherine J. Middleton.

Comments on the new editorial program of THE LIBRARY JOURNAL, published in this number, will be appreciated. Information about the value of the new department entitled "Advance Book Information" is especially urged.

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THE LIBRARY JOURNAL

Shall Librarians Have A Code?

By MRS. BARBARA COWLES

Assistant, Serials Division, University Of California Library, Berkeley

THE FACTORS which have brought about federal control of business and industry under the NRA are too well-known and too voluminous to be detailed here. It is sufficient to say that out of the harrowing experiences of the depression has risen a more or less definite realization of society's collective responsibility for the welfare of all the individuals who make up the social body. As one step in the direction of achieving economic stability for the people in general, the government has launched on a wholesale control of business and industrial activity by means of the adoption of codes of fair practice.

Although to date the professions have been exempted from such codes, they will, especially such as are dependent for their operation upon public institutions, probably be drawn into any socially controlled order to which the present expedient of the NRA is merely preliminary. This probability is, to the writer's mind at least, so inevitable and so certain that the question is largely one of deciding whether the professions should take thought now about the morrow or drift into hasty and confused action when the moment for action arrives.

The library profession has been feeling considerable instability for some time. The period of what we fondly called "expansion," when the public library became firmly and widely established, when business and other special libraries became common, and when library-training agencies became adequate and accessible, halted abruptly with the prolongation of the depression. We are now faced with the fact that we are no longer able to absorb immediately the output of even the accredited schools, that we are unable, in fact, to maintain all the standards for which we have diligently been working, to say nothing of attaining those which we had never reached.

In spite of their availability, heads of libraries are still not always chosen from the body of trained and capable librarians, being often enough to cause concern, appointed from the ranks of "deserving" politicians. There are still, unfortunately, communities where residence or political affiliation is a more important factor in the choice of the library staff than professional training and ability. In good times we may deplore these conditions, but we do not see the vital necessity for taking action against them until the threat of poverty and insecurity sharpens our discrimination.

That such conditions as these exist is not altogether the fault of backward communities. The responsibility lies directly upon the shoulders of the profession as a whole. Although it is painfully true that in all tax-supported institutions politics plays some part in appointments, there is no other profession than ours which is so altogether dependent on public institutions and where the appointees, at the same time, must not first meet at least the minimum requirements of the profession they serve. There is no person who can teach in our schools, practice medicine upon us, nurse us when sick, pull our teeth, take us through the mazes of law courts—nor, for that matter, even cut our hair or pound our backbones—, without first having satisfied state boards of their qualifications, not those native to them but those acquired through responsible training agencies. These professional standards have not been to any great extent brought about by an enlightened public, but by the persistent and insistent members of the profes-

sions themselves. If we as librarians honestly believe that we have a professional tradition worth passing on, that our professional body is worth at least a minimum of security, and that its members are entitled to a fair living, we must take some aggressive action to ensure these ideals.

The growing feeling of unrest and insecurity in the profession is most pronounced in the younger members, although many perspicuous elders also have the feeling that all is not as well as it might be. Certain definite conclusions that shape themselves as a result of the present confusion may be listed thus:

1. We owe a clear social obligation to the persons now in the profession.
2. We must secure the professional standards already in operation from abuse and disintegration.
3. We have a definite responsibility to the future of the profession by training a sufficient number of recruits in a manner adequate to ensure the continuation or the bettering of our standards.
4. We can not afford to wait for a cataclysm so profound and thorough as that which attacked business and industry before we take the steps necessary to make professional security certain and continuous.

To pursue the matter a bit further, we may ask ourselves if we can create some sort of control for our profession in order to avoid the distress and despair which have finally driven the government into control of business. Are there any factors which militate against the united adoption of a code of fair practice? First to come to mind is the lack of uniform and legally enforceable certification as a factor making a code under the NRA of doubtful value at the moment. Another point which warrants the inadvisability of an immediate NRA code is the lack of economic stability of most libraries; while in good times our payrolls are at least relatively secure, the great majority of libraries, as tax-supported institutions, are unable to lay aside a fund to tide their employees over or make them relatively secure in periods of tax delinquency. A third point which would affect the immediate operation of a code is the great diversity among libraries, most of them supported by taxes but by taxes obtained from various sources and by differing methods, and many supported by private business; some in metropolitan areas employing many people, many more in small towns or in small businesses where only one person is employed.

Another point to be considered is that we do not have any body of statistics showing where the present unemployed are located, nor exactly who they are, nor what are the causes of their unemployment. Are they actually unemployed, that is, are they persons who have lost their positions because of the depression—or are they technically unemployed, persons with training who have come into the labor market during the depression? Are they spread evenly over the country, or are some areas affected more than others and if so by how much? If a share-the-work plan were adopted for the entire profession, would there be enough adequately trained people to fill all available positions, or are too many people prepared already for any potential positions? We do not have, either, any reliable record of turnover for the entire professional body; we can not say we are crowding the profession simply because we are unable to support the entire group during a depression, without first considering the rate of increase in turnover in the whole profession over a long enough period of time to make such a rate reliable and valid.

Before we can talk intelligently about control for the library profession we must also define the term "librarian." Is a librarian anyone who chooses to work in a library and can in some way get a job there, or is a librarian one who has taken special training or equipped himself by years of experience to practise a professional service? If we assume the latter to be the case, must we also assume that, since training agencies are abundant enough to be apparently producing more than enough trained persons, the time has come to cease drawing into the profession those who have not acquired that training?

Until we can answer these questions with more than estimations and suppositions, we are scarcely in a position to devise a rational and well-considered plan of action which would stand up under the severe test of application. For this reason an NRA code seems impracticable at the moment. At the same time, it would be disastrous to wait for conditions to become so desperate in the profession as to force a hasty and ill-considered program when one is finally required; it would be equally disastrous to be stampeded by the exigencies of immediate difficulties into accepting lowered standards or suggestions against which we would have no adequate defense. Any permanent code to be effective for the whole profession must therefore be based on an intelligently conceived and thorough-going program. Such a program conceivably might include, under the circumstances, two parts: a long-range plan looking to the more distant future, and an emergency plan for the alleviation of our present condition.

A long-range plan might include:

1. A detailed statistical report from every library in the country with regard to working hours, salaries, and turnover in staff, over a period of, say, twenty years. Such a report would show by years the number of persons normally employed in each library, the number removed for incompetence, those dismissed for lack of funds, the number who have resigned for marriage or health or to accept positions elsewhere, or who have died; as well as the number of work-hours per week, and salaries in the various grades. The findings, made from reports filled out in a uniform manner, should be handled by a competent statistician in order to elicit the real as well as the apparent turnover in both good and bad times, and the situation with regard to working hours and salaries.

2. The framing and adoption of a uniform code of professional standards and ethics, which would definitely prescribe the acceptable standards of minimum training, maximum hour-week, salaries for all grades of library work (the latter clearly distinguished into professional, sub-professional, and non-professional); and would include pro-

visions for suitable promotion and advancement; as well as define the mutual duties and responsibilities of the library governing body, the head librarian, department heads, and assistants. Basic to the adoption of a professional code would be the immediate certification of all persons engaged in library work at a certain date, and thereafter compulsory certification (through state regulations) for new members of the profession. The various standards mentioned could be determined to a large extent from the findings in the statistical survey outlined above, but provision would have to be made in it for necessary future adjustments due to changes in standards brought about in other professional fields and in business and industry.

3. A planned program by the A. L. A. Board of Education for the regulation of training agencies in the various parts of the country and admission thereto, based on the findings of the statistical survey outlined above.

4. Appointment of a body or bodies before whom professional misconduct or abuses could be tried. To date we have had no official body able or willing to investigate or penalize unprofessional conduct. Administrators and staff members alike are guilty of breaches of professional ethics, examples of which are not at all rare; where many people are dependent on an institution and where the desire to get ahead is often translated into making a favorable impression at another's expense, many injustices and unfair practices arise which can not be handled satisfactorily by either administrator or assistants. Breaches of accepted conduct could be tried by district or state boards which would be bound to give fair and impartial consideration to cases brought before them and to penalize misconduct by something equivalent to disbarment.

5. Adoption of unemployment insurance to secure members of the professional body a living during periods of tax retrenchment and adoption of a compulsory retirement plan. Unemployment insurance would create a more stable mental attitude toward the requirements of the job and hence increase efficiency in general. Compulsory retirement with an adequate old-age income would step up promotion without undue hardship on the older members of the profession.

Such a long-range plan would no doubt take several years to get into operation. In the meantime, immediate unemployment and the threat of lowered standards could be lessened by an emergency plan, which might be organized on the basis of district committees for studying the amount of unemployment in their own districts and devising plans to abolish it according to the provisions elaborated in the following suggestions:

1. The meaning of "unemployed" librarian would be defined as one whose employment in the district had been terminated directly or indirectly as a result of the depression, or whose permanent or parental home had been established in the district prior to a specific date. If there is a library school in the community, only those graduates should be considered as belonging to the district who satisfy one or both of these conditions prior to the specified date.

2. A register could be compiled of all persons in each community who fall into the category of unemployed as defined just above.

3. Administrators could be obliged to arrange for leaves of absence for study in accredited schools for any persons on their staffs who may not be already trained and who may be desirous of receiving such training or who may wish to make advanced study, and could be obliged to employ temporarily in their places persons from the register of the unemployed.

4. Library schools could accept as high as 50% of their regular student enrollment from persons on leave of absence to acquire training; of this number any persons could be accepted as special students (that is, not matriculating for the customary degree or certificate) as have not the necessary entrance requirements but who show special aptitude for library work. This would at least restrict the number of *new* recruits into the profession.

5. Administrators could adopt a share-the-work scheme in any institution where it might seem necessary to curtail the expenditures for salaries so drastically as to require letting out of professional employees. Such a share-the-work scheme might involve a cut in hours enough to secure the positions of all, with a corresponding cut in salary, but should provide if at all possible that no person earning less than $1500 be reduced in pay, that no person earning more than $1500 be cut below that amount, and that no person be cut to less than 5/6 of his present time or salary. (This figure is based on the recommendation of Mr. Fred. Telford as reported in *Publications of the California Library Association*, no. 35, p. 89.) $1500 would be 5/6 of the minimum ($1800) recommended in good times and is only the equivalent of the socially defensible minimum for full-time beginners. Certainly persons already employed and in many cases with the background of several years of professional service should be entitled to this minimum. The principle involved is that, in case of necessary drastic reductions, cuts in salary should be scaled in such fashion as to entail at least a living wage for all staff members without creating unemployment for any. Preliminary statistical studies of definite salary budgets made by the writer (not yet published) assure the feasibility of retaining so apparently high a minimum. In addition to securing at least a living wage in the lower-paid groups, such a scheme would also step up the permanent standards.

6. If these provisions do not adequately care for the unemployed in any district, a general share-the-work plan could be put into effect, each library in the district reducing the work-hours of its staff by the proportionate number of hours necessary to re-employ the total number of unemployed

in the district, but with the provision that no library reduce hours by more than 1/6 and preferably not more than 1/10 (since it is estimated that there are approximately 1/10 of the profession now unemployed), and that this share-the-work plan be considered purely as a temporary measure pending the adoption of a permanent long-range plan more or less as outlined above. If any district have more than 1/6 of its professional personnel unemployed, it may be necessary to ask neighboring districts who may have less than that fraction unemployed to absorb the excess.

7. Residence requirements within any cities in a district could be waived during the emergency period in order to facilitate the hiring of persons on the unemployed register anywhere in the district.

8. The A. L. A. and the state and local associations could carry on their books members who are or have been unemployed until they are able to pay their fees; such should not be charged reinstatement fees in addition to the regular membership fees, except in cases where membership fees are not paid within one year after re-employment.

The writer believes that the adoption of these (or perhaps, better) temporary and permanent plans would result in a rational control of our pressing professional problems with a minimum of hardship during the transition. Certainly we can not leap from rugged or ragged individualism into social control without social planning, nor can we devise a workable control without thoughtful consideration of the obstacles to be overcome. In this connection the words of the new president of Harvard spoken at the opening of the current academic year are very pertinent:

"No explorer starting on a hazardous journey fails to take minute and critical account of the limits of his provisions and the possible flaws in his equipment, nor does he minimize the difficulties ahead. After careful consideration, he may decide to go whether the odds be ten to one in his favor or one hundred to one against him; only an amateur is foolish enough to believe in certain success. The joy of the adventure is in no way limited by the explorer's wisdom—quite the contrary. Having looked the situation fully in the face, he is prepared for the worst eventualities and does not retreat in panic at the first upset of his plans. . . . Of course it takes much more courage to act with full appreciation of the true state of affairs than it does to rush ahead blindly and foolishly—we all know that. Indeed, this seems to be the chief practical difficulty with wisdom—few of us are born with sufficient courage to bear with it."[1]

[1] *Harvard Alumni Bulletin*, October 6, 1933, p. 50.

The New Year

Each season bells ring out the olden year,
A new and festive note is everywhere
When bells ring out upon the wintry air
So happily, and every heart doth hear.
The young, the old, will watch the hour draw near
To midnight's chime; and feet will dance, nor fear
A lagging step, for souls that know no care,
When bells bring tidings of a glad New Year.

Oh, let me hear the bells that ring tonight
Upon the clear, still frosted atmosphere
Ring joyously, and drown each saddened peal,
A requiem of dead years, and place aright
The future hours, nor let me dare to hear
Naught save harmony, deeply sweet and real.

——From *Colored Leaves*
By AMY WOODWARD

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The Taxpayer And Reading For Young People

Would A "Library In Every School" Justify The Cost?

By CHARLOTTE H. CLARK AND LOUISE P. LATIMER

Supervisor, Work With Schools, And Director, Work With Children, Washington, D. C., Public Library

A DECADE or so ago governments, national and municipal, business houses and private citizens took off on a flight of extravagance. Money came fairly easily and went with even greater facility, the inevitable result being that values lost their significance. Feverish activity prevailed, a condition that was only halted by the tank of income running low.

This lowness in the tank and the terrific burden on the taxpayer have brought government officials sharply to the questions, which activities may be lopped off; which may be pruned; where duplication may be eliminated; which activities are basic; and where responsibility for basic activities should rest.

National and municipal officials are faced with the question of what is basic. It is probably true that schools and libraries did not share to any great extent in the orgy of spending. But even these institutions face reduced appropriations which brings them also to the problem of the basic.

Dr. John Dewey, in an address before the Department of Supervisors and Directors of Instruction of the National Education Association at Minneapolis, Minnesota, March 1, 1933, said:

"I do not know whether charity always begins at home but I am sure that understanding and the framing of practicable ends and ideals begins as nearly at home as possible. If this principle is applied to education in relation to social problems, it will prevent us as educators from going too far afield at the beginning and will fix our minds on asking what we can do in terms of the means at hand which we command for doing what we want to do. It is better to do something positive and enduring than to ascend into the high heavens in a balloon that hits the ground with a bump as soon as the gas gives out."

Many schools, already laden with teaching problems, assumed, and are still carrying, library service, medical and dental care, athletics and physical training, feeding, orchestras and glee clubs, military training, dramatics and social entertainment. Probably the heaviest of these collateral activities is the school library.

A few years ago some school men and librarians set forth rather light heartedly, it would seem now, on a program which had for its slogan "A library in every school in the country." There is no evidence of thorough joint school and library study as to the wisdom of such a policy, of what actually had been or could be done by the public library, or of what the school library would cost. Were these school men and librarians ascending "into the high heavens in a balloon" in which they now find the gas giving out?

If the National Education Association and the American Library Association had got together and studied this problem without haste they might have effected an enduring development. What happened, evidently, was that a few key persons in each organization leaped before they looked and decided that the school library was the thing. Instead of taking time for essential research they expended their joint energies on procedures, standards and publicity for the school library.

Failing such research by the national organizations, school superintendents and public librarians might well have studied the interests of their community and decided, "in honor preferring one another", what the schools and the child needed and which institution should do what. If the public schools found it easier to secure funds, they could have lent their support to the program decided upon, perhaps contracted to share its expense even if the public library were to carry the work. They would thus have utilized every penny the community could afford and united on an era of cultural development for young people. Instead they were moved by library in the school propaganda to regiment reading at enormous cost.

It is not unlikely that the originators of the school library movement had in mind the many small towns and rural neighborhoods where no public library service existed. This problem might well have had careful consideration without upsetting the reading situation where public library service was available. If such a study of rural situations had been made, probably the county reservoir would have been the solution. Such a county library service would, of course, need to include bookless adults. That this county reservoir should be under public library boards rather than boards of education, seems to be indicated by Mr. Charles A. Lee,[1] State Superintendent of Public Schools, Missouri, who states in his annual report for 1929:

"The only completely successful plan for providing rural and village schools with library service is the plan of county public libraries."

Miss Edith A. Lathrop,[2] Associate Specialist in School Libraries, U. S. Office of Education, confirms Mr. Lee's comment which she says "is representative of the attitude of educators toward the county library."

That the library in the school is gathering momen-

[1] Edith A. Lathrop, Biennial Survey of Education, 1928-30, v. 1, *Bulletin* 20, United States Department of the Interior, Office of Education, 1932, p. 688.

[2] *Ibid.*

tum is indicated by the fact that the *Twelfth Year Book*, June 1933, of the Department of Elementary School Principals, National Education Association, is given over entirely to elementary school libraries. In this yearbook a survey is described in which 669 responses from schools were tabulated. Of this number 34 per cent reported the library divided up among classrooms, 27 per cent used both centralized and classroom libraries, thus 61 per cent were compelled to use the classroom service in order to make the school library effective. Mrs. Clara M. Partridge, Principal, Oxford School, Berkeley, California, reported that after two years' experimentation with the central school library,

"The teaching staff unanimously requested that the books be again divided so that each room would have at hand its own grade library. The reasons were many and cogent so that the redistribution was made and it proves to be most satisfactory."

Miss Edith A. Lathrop quoted in the same handbook, states,

"Just as it is usually wise to consolidate small schools in order to provide sufficient funds to maintain efficient schools, so it is generally wise to pool the library resources of communities in order to provide efficient library service."

Public Library Service To Schools

We propose to count the relative costs of the school library and of the public library or central reservoir. Before taking up the costs we outline a plan that has worked satisfactorily for a number of years, and which is a type of public library service to schools given widely throughout the country. The work of the schools division of the District of Columbia Public Library is pictured because it is the system and the community we know best.

In the District of Columbia, with a population of just under 500,000, the schools division, which has just celebrated its first 25 years of service to schools, sent, in 1932-33, books to grades 2B-9 in 175 schools, public, parochial and private, with a resulting circulation of 478,315 volumes. Teachers in kindergarten, grades 1 and 2A are cared for by special privileges in the children's rooms.

These collections include no texts, but books which will illuminate the subjects being studied and, in addition, a liberal supply for general reading. The books are chosen to fit the grade and intelligence rating of the pupils as reported by teachers. The collections, one book for each child in the classroom, are sent for a two months' period only, in order to supply material on new subjects as they are taken up and to prevent books from becoming stale to the children. The teacher has the privilege of asking for material on any project she wishes to develop. A list of books, sent in each collection, is kept to avoid duplication in future sets.

This classroom service has been worked out to fit the normal child. The supervisor, work with schools and the teachers are studying and experimenting together to fit the vocational and a typical school child's peculiar needs.

The teacher keeps simple circulation records. Returns of circulation are studied in order to fit the class more exactly in the next collection. The teacher is asked to try to have children return or pay for missing books but she is never allowed to pay for lost or damaged books from these collections. In this work she is looked on as an aide of the public library.

The advantage of this system is that books are in the classroom when needed and withdrawn and sent elsewhere when the teacher takes up her next subject. In Washington, school officials, on being approached, considerately staggered subjects during the year so that all teachers in a certain grade are not using the same material at the same time. This economical flexibility keeps the entire collection moving throughout the school year. This is not possible in a system where books are tied up in each school library.

It is interesting to note that under this dual system, a school with an enrollment of 1,000 pupils may receive from the public library, during the school year, four or five thousand books. In a school library of this enrollment the children would rarely have more books; in many school libraries they would have less.

Bibliographic And Advisory Service To School Officials And Teachers

The schools division has prepared the following lists for teachers:

A list of the 1,752 titles furnished by the schools division.
A list of titles to supplement the curriculum of each semester. For instance in the study of Ancient Greece, epics and myths, historical fiction, biography, history, description of country, architecture and poetry, all bearing on the subject.
Five printed lists of suggested reading for junior high schools in collaboration with the head of the English department.
A printed supplementary reading list, arranged according to grade and semester history study, in similar collaboration with the head of the history department.
A list of reference books suggested for junior high school purchase.
A list of reference books suggested for elementary school purchase.

A study room containing one copy each of all books sent to the schools is set apart for the use of school officials and teachers.

One copy each of reference books suggested for school purchase is kept in the library for teachers to examine and sent upon request to heads of departments or committees.

The schools division work is rooted in consultation with school officials and teachers. With the latter, the supervisor, work with schools is in daily conference, which enables her to get a city wide picture of school needs, and to discuss the efficacy and best age placement of particular books.

Establishing The System

The decision that the public library should be responsible for general reading and the public schools responsible for the supply of text and reference books was made 25 years ago by school and library officials. This program has been followed consistently and without a suggestion of friction or thought of prerogative on the part of either institution. The library has had continuous encouragement and advice from the schools but never a word of criticism.

Thus, while the public library in Washington gives to the schools every service within its power, it prop-

erly preserves its leadership in children's reading. It is true conversely that the library defers to the schools and learns from them wherever school needs enter the picture. This service has evolved during this quarter of a century of cooperation. It is not, of course, something the library has imposed upon the schools.

The Congress of the United States, responsible for appropriations for District institutions, lent approval to this economical division of labor by placing in the public schools' appropriation bills, for 1930 and thereafter, a proviso that the book fund be spent for text and reference books and magazines.

Is The School Library A Wise Development? Is It Economical?

In this paper we would question the wisdom of the assumption, by the public schools, of the fifty-year-old function of its sister profession, the public library, and also we would count the cost to the municipality of such assumption of function and duplication of service.

There follows a table of the relative costs of establishing the present classroom service of the Washington Public Library and of establishing a library in every school building in Washington. Following the first table is one showing the annual cost of each type of service. The cost of service in each case includes elementary and junior high schools only, since the schools in Washington, as elsewhere, have libraries in high schools. The public library costs include service to summer schools.

The school library costs are based on Miss Lucille F. Fargo's books, *The Library in the School*[3] and *The Program for Elementary School Library Service*,[4] and *A Study in School Library Finance* by Miss Thelma Eaton.[5] Miss Eaton reporting statistics, from an A. L. A. Survey, of annual school library costs, says: "These figures show a per pupil expenditure ranging from $1.07 to $27.32 with a median of $3.30."

Conditions described in school library literature indicate that this median cost does not and cannot provide good libraries. The school library annual cost chart, carefully based on the authorities mentioned above, brings the cost per pupil to $6.07 which is a minimum for service that in any way compares to the classroom service described.

The school libraries' establishment cost in Washington, therefore, would be eleven times the establishment cost of the public library method; the school libraries' annual cost would be fifteen and a half times the public library annual cost. In these charts, quarters, heat, light, telephone and janitor service are not included for either system. In Washington these items in 175 school buildings would amount to about sixty times the schools division cost.

The cost ratio of the two services will be practically constant, whether the system unit is the city, the town or the county.

[3] Lucile F. Fargo, *The Library in the School*. American Library Association, 1930.

[4] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930.

[5] Thelma Eaton, "A Study in School Library Finance." *School Library Yearbook*, No. 5. American Library Association, 1932.

Relative Costs Of Actual Public Library Classroom Service And Of 175 Potential School Libraries With Comparable Service, Washington, D. C.

Schools Division		Libraries in Schools	
Books	$55,680	Books	$351,000
Furniture		Furniture	
Equipment	5,392	Equipment	322,210
Supplies		Supplies	
Total	$61,072	Total	$673,210

Relative Annual Costs Of The Two Systems

Schools Division		Libraries in Schools	
Salaries	$15,100	Salaries	$305,500
Books	6,800	Books	63,000
Binding	2,270	Binding	
Mending		Mending	
Furniture		Furniture	25,725
Equipment	392	Equipment	
Supplies		Supplies	
Postage	135		
Delivery truck			
Maintenance	231		
Depreciation	163		
Total	$25,091	Total	$394,225

On What Is The Work Of Public Library Service To Schools Based?

Work with young people in public libraries is a recognized specialization. The schools division in Washington upon its establishment, therefore, was made a part of the children's department, thus insuring a unified policy in children's reading for the community. Unity of standards, administration, policy and procedure is as essential, in this smaller field, as for the library as a whole.

This union with the children's department brings to the schools division the fruits of a continuing study of children's literature, sources and editions; and of evaluation and selection of new titles, accompanied by weeding out superseded titles.

The union with the children's rooms, under the wing of the children's department, brings to the schools division the results of daily experimental work by children's librarians.

The children's rooms benefit by the schools division study of curriculum and other school problems.

Both the schools division and the children's rooms profit by joint staff training and interchange of personnel.

In addition the schools division shares in the library's central housing, administration, ordering, cataloging, binding and mending.

Reasons Advanced By Its Advocates For The School Library Program

Three leading reasons are given by the school library advocates for the program of a library in every school in the country:

1. That the public schools are able to secure funds more readily than the public library.
2. That the "newer education" requires a library in every school building.
3. That the school is where the child is.

The first reason, that the school secures funds more readily than the library, seems to indicate a short-sighted perspective of community development. It is

hard to believe that such expediency will for long determine public policy and expenditure. . .

As to the second reason, that modern education requires a library in each school building. The public library welcomes the schools' increasing emphasis on reading, but it questions the need of a library in every school to provide it. The public library in most communities is already equipped to supply books and is probably better equipped to meet changing demands of education with less cost than is the library in the school.

Furthermore the history of pedagogics indicates that educational movements are not lasting. This is clearly illustrated by the fact, known only too well by public librarians who buy it, that no professional literature becomes obsolete more quickly. Dr. William C. Bagley,[6] Teachers College, Columbia University, shows cogently the transient nature of the "newer education":

"Yet in our attitude toward classroom procedures we apparently believe that there is just one good way to teach if it can only be found and that every teacher ought to follow the particular pattern that happens at the moment to be proclaimed as the final word, with firm faith that here at last is the pot of gold at the foot of the rainbow. The rapidity with which these patterns have arisen and enjoyed their brief hour of glory and then sunk out of sight ought in itself to awaken us to the futility of this attitude."

Is it not rather injudicious to revolutionize two institutions in order to satisfy the "particular pattern" in vogue?

As to the third argument in favor of school libraries, "that the school is where the child is." Is it? During the year, the school has the child in its keeping 172.7 days[7] of 5 hours each, or about 863 hours out of the child's 365 days of 5,475 waking hours. Nor does this indicate the hours in which the child may use the school library. Miss Lucile F. Fargo,[8] whom we quote frequently as the leading protagonist, in print, of the school library states:

"But the opportunity of John Henry Jones to read in the laboratory is pretty well limited to 30 or 40 minutes once a week if he is a 3A or less, and twice if he is a 4B or more."

And in the same book:[9]

". . . . A library reading room seating forty will give each pupil in the school of 800 pupils one scheduled visit per week and allow an extra period every other week for voluntary attendance."

And again, the same author:[10]

"By general agreement, each class or platoon is scheduled for one library period a week up to and including the third grade, and for two periods a week thereafter. That is, such a program is planned if library space permits; if it does not, the schedule must be cut."

These brief periods seem a slight return to the child for the cost to the community of the school library program. Is the program necessary? Miss Fargo[11] seems to think it is. She says:

"The organized school library is a twentieth century phenomenon, explicable only in the light of the educational development of the last quarter century. To comprehend it is to comprehend the basic principles of the newer education. To state its objectives is to translate library aims into terms of educational objectives."

What educational objectives, one might ask, are magically gained by a weekly or twice weekly 40 minute assignment to a school library, that would not be gained through books sent to classrooms or in a public library children's room with its much larger collection and trained staff, open every afternoon plus all day Saturday and in many libraries in the evening? Much has been spoken and written on the school library as an essential to modern education. What does the child read in this 40 minute period which will uniquely enable him to attain "the objectives of the newer education"?

While this brief scheduled time allowed each child in the school library gives pause for thought, there is a factor even more important in this situation. This factor is that the child is likely to look upon the library in the school as another classroom. That the child goes voluntarily to a children's room in a public library is psychologically of utmost importance.

As we have shown, the school is where the child is for about one sixth of his waking hours during his school years. His school years in the United States average 9.65[12] Should he not be interested in his formative years in the institution which should provide his reading in adult life? In other words, should he not be forming the public library habit? Children who register in a public library usually continue into adult life as borrowers. It is by no means true that those who have used the school library will enter a new institution. Librarians know much of adolescent and adult self-consciousness in approaching an institution. Moreover it is true that many hitherto adult non-users of a library, going to a public library for the first time to register their children, become interested in having a card for themselves.

The School Librarian

Who conducts school libraries, selects and interprets books to children? In a recent survey of school libraries, which is typical of the countrywide situation, Dr. Earl W. Anderson[13] reports:

"In 200 Ohio high schools with enrollments of from 300-500, two thirds of the librarians have had no training in library work."

Dr. B. Lamar Johnson,[14] surveying 390 schools, shows:

"That eighteen schools with enrollments of more than 750 have librarians who have had no library training, and twenty-seven schools with enrollments of more than 750 have librarians who had only from one to five hours of library training."

[6] William C. Bagley, "The Text-book in American Education." *School and Society*, March 14, 1931. p. 361.

[7] Biennial Survey of Education, 1928-30, v. 2. *Bulletin* No. 20. United States Department of the Interior, Office of Education, 1932. p. 35.

[8] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930. p. 76.

[9] *Ibid.*, p. 110.

[10] Lucile F. Fargo, *The Library in the School*. American Library Association, 1930. pp. 333-34.

[11] *Ibid.*, p. 1.

[12] "Study of School Survival Rates, 1929-30." United States Department of the Interior, Office of Education.

[13] Earl W. Anderson, Quoted in *The Secondary School Library*. Bulletin 1932, No. 17. United States Department of the Interior, Office of Education. p. 25.

[14] B. Lamar Johnson, *ibid.*, p. 24.

In his study of 280 high schools in California, Mr. Paul E. Thompson[15] indicates:

"That only twenty schools have full-time librarians. Eleven have no librarians; in seven schools pupils serve as librarians; two schools have librarians who spend only part of their day at school; and there are 240 teacher-librarians."

If schools continue the program of school libraries, it is evident that the librarians will, to a great degree, be teacher-librarians with divided duties. That school librarians are primarily teachers is suggested by the fact that some school librarians have stated they saw no reason for joining the American Library Association because they are under the direction of the schools and their interests lie there.

No one has more profound admiration and respect for teachers than the writers of this article who know them through daily conference over a long term of years. But it seems to be true that a person trained as a teacher and having taught for a term of years is not as effective in a library as a trained librarian. This is as true as that a librarian educated and trained for her profession would not be likely to make a good teacher. As Cervantes said, "You may as well expect pears from an elm."

There is a basically different mood and outlook in the two professions. The very choice of profession indicates a taste and aptitude. The schools would be first to recognize the shortcomings of the librarian as a teacher, and yet might overlook the inadequacy of the teacher as a librarian. Is this because the schools are still not as mindful of what a librarian is as the librarian is convinced of the very special training and contribution of the teacher?

This basic difference in the two professions, though the common denominator is children, is in danger of being overlooked. Traditionally the library had for its purpose the general cultivation of children, including a thorough support of the schools. The school had as its object the imparting of knowledge. It can scarcely be doubted that under teacher-librarians, emphasis will be placed on educational procedures. Nothing so clearly illustrates this basic difference as the recurrence, in school library literature, of the terms, laboratory, diagnostic and remedial reading. The almost inevitable emphasis on this laboratory viewpoint is the fundamental danger of the school library. This viewpoint will not make a child love to read or widen his outlook. Mr. G. W. Rosenlof[16] appreciating this danger, says:

"A practical difficulty invariably met in building up the well-balanced reading laboratory in the school lies in the limited acquaintance of the average teacher with the rich stores of the children's room. As a result, the collection leans heavily towards or falls completely over on the side of work-type books, sets and readers manifoldly duplicated making up the so-called library."

And Miss Fargo[17] also points out:

"Practically, however, great care will have to be exercised to keep it from becoming so mechanized and so swayed by educational procedures as to lose the fine flavor of genuine library work, which, while it is distinctly educational, has, in the past at least, been more social and cultural, more individual and voluntary than the classroom. The crux of the situation will be in its personnel."

That the teacher-librarian may not have time to give proper attention to the library is indicated by Dr. B. Lamar Johnson:[18]

"Among the teacher-librarians, two teach as many as eight classes daily. Seventy-one of the 135 teacher-librarians teach five or more classes a day."

To look on a room, without a trained librarian, as a library because it contains books is as reasonable as to count a classroom with desks and a blackboard, but without a trained teacher, a school. We shall not progress far in children's reading until the importance of the trained librarian is understood and accepted.

What If Schools Employ Library School Graduates Only?

One leading educator reported several years ago that 4,000 school librarians, trained in library school, would be needed yearly and presently 7,000 annually. This supply constitutes a real problem which arises from the fact that the program of a library in every school multiplies by thousands the librarians needed, whereas concentrated and centralized public library service makes no such demand. Where are these trained librarians to come from? Moreover the school library advocates state that school librarians should have experience in public libraries and should also know their resources intimately. How can this be attained?

The best most schools can hope for in a generation is a young woman just out of library school. To those who know the very real problems of such a situation, it is futile to suggest that these inexperienced graduates will be qualified to furnish book leadership in a school. To make her in the least effective, there must be set up in the school system a strong library department to train and guide her, to review and select books effectively and economically and to weed collections. This, by the way, duplicates work done in the public library and adds a considerable cost to the school system and to the community.

Even with the establishment of a central library department in the schools, the problem of training a librarian in a school library by herself is almost insurmountable, whereas in a public library system, library school graduates are worked into the system, carry on under direction and are in continuing training. That this training is a problem Miss Sabra W. Vought[19] shows:

"One of the deductions of the survey of high schools in California is that the training of the librarian is more disheartening than any other one item studied."

The Book Collection In The School Library

What about book collections in school libraries?

[15] Paul E. Thompson, *ibid.*, p. 21.

[16] G. W. Rosenlof, *Library Facilities of Teacher-training Institutions*. Teachers College, Columbia University, 1929. pp. 70-77 (Contributions to Education, No. 347).

[17] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930. p. 175.

[18] B. Lamar Johnson, "The Secondary School Library." *Bulletin* 1932, No. 17. United States Department of the Interior, Office of Education. p. 21.

[19] Sabra W. Vought, "Biennial Survey of Education, 1928-30," v. I, *Bulletin* No. 20. United States Department of the Interior, Office of Education, 1932. pp. 677-78.

Many associations of states and state departments of education have promulgated standards which must be met before the school is accredited. To get an "A" rating, a school of given enrollment must have a certain number of volumes. To meet this requirement, many schools have made up library quotas from text books, gift books, even *Congressional Records*. This emphasis on quantity is pernicious, since 100 carefully chosen books in suitable editions are more effective than a collection of 3,000 volumes that has, like Topsy, "just growed."

Children's librarians have found that, when requested to weed out gift libraries, 90 to 95 per cent must be discarded. Too frequently the gift library consists of classics in editions so homely that the child will not read them; classics so emasculated as to be valueless; or series books. Series books tend to destroy the power of reading worth while books; use time in which good books could be read; and weaken the will, since in them the hero or heroine succeeds without effort.

The root difficulty in the whole situation is that school men not mindful of what librarianship involves, and what is necessary to make a library effective, are likely to be satisfied with untrained librarians and such aggregations of books as various studies indicate are now prevalent in school libraries.

There are, without doubt, first class libraries in schools conducted by the public library, for instance in Pittsburgh and Cleveland. There are school libraries, with first class librarians, under boards of education. But pitifully little progress, it must be admitted, has so far been made. Will this country ever be able to afford properly selected, properly supervised and properly staffed libraries in the 247,289 school buildings in the United States?

Do Teachers Find The School Library All Its Advocates Claim?

Many school librarians are on record that teachers in their buildings are asking for classroom collections, because they find books more useful in the classroom and because the children are not advanced enough, or responsible enough, to use books effectively in the school library without more individual aid. Dr. B. Lamar Johnson[20] gives evidence, typical of this country-wide tendency: "Out of 390 schools with school libraries, 203 use the classroom library."

Miss Fargo,[21] in considering the classroom library, says:

"In some ways the pupil in the smaller school or in the school where classroom collections take the place of a single reading laboratory has the advantage. A limited number of books is always available, a background for daily work. Reading them may be allowed by the teacher at any time provided the pupil has finished his other work, or can profitably engage in silent reading while others are busy in other directions. Were it not for the expense involved in outfitting every classroom, or at least every reading classroom, with an excellent assortment of library books, this would be the ideal laboratory situation. But alas! The budget seldom permits an adequate number of books and if it did, their care would become a burden to the teacher."

The following was expressed in a general discussion by school librarians reported in the *School Library Yearbook*, No. 3.[22]

"Another possible avenue of escape from the formalization of the library is the placing of complete sets of supplementary text material indicated in the course of study in each teacher's room. This would of course take money, but the results would undoubtedly repay."

In the light of the tables appearing earlier in this paper which show comparative costs of the classroom library and the library in the school, it is perplexing to find many school library advocates dismissing the classroom library on the ground of its expense.

Bolstering Up The School Library Program

To meet criticism that the school library is unduly expensive because it is inactive 193 days, its advocates propose keeping it open the year round. This raises the question even more acutely, can a community afford a school library and a public library children's room in one neighborhood. Miss Fargo[23] responds:

"If, for example, it is determined that a Type 3 library (a school library of unlimited service) situation is to be the final goal for every fully developed elementary school, the public library will without doubt wish to consider that fact in its expansion program. There will certainly not be indicated the same type of children's work or the same heavy expenditures in connection with children's rooms in branches if large collections of books are to be made available for home and school use through the schools, especially if the schools can arrange to have their libraries function during vacations."

Miss Fargo[24] shows further:

"As the demand for books grew, the school offered to take a larger part in financing and the public library widened its activities to include more personal service until what had started as a bit of library extension evolved, as a rule, in one of two ways: It either grew into a cooperative plan for school library service, or the public library dropped out, leaving the school to assume full control."

And Mr. E. V. Hollis[25] says:

"By almost imperceptible stages such a reading laboratory type of school library will grow into the unlimited service type of library. In this latter type of library will be found the services and facilities of the typical children's department of a good public library."

Since there is a limit to public funds, emasculation or even elimination of public library children's work seems to be forecast. It might be well to ponder the loss to the child through the extinction of the children's librarian. There is testimony as to her contribution to children's reading:

Mr. Carl H. Milam,[26] Secretary of the American Library Association, in a nation-wide radio broadcast on August 1, 1933, called "How to Reduce the Library Budget", said:

[20] B. Lamar Johnson, "The Secondary School Library." *Bulletin* 1932, No. 17. United States Department of the Interior, Office of Education. p. 53.

[21] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930. p. 76.

[22] *School Library Yearbook*, No. 3. American Library Association. 1929. p. 67.

[23] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930. p. 172.

[24] Lucile F. Fargo, *The Library in the School*. American Library Association, 1930. p. 388.

[25] E. V. Hollis, "The Library in the Elementary School." *Journal of the National Education Association*, June 1931. p. 192.

[26] H. L. Woolhiser, Ora L. Wildermuth, Carl H. Milam, "How to Reduce the Library Budget." National Advisory Council on Radio in Education. (Broadcast August 1, 1933.)

"The children's librarians have probably been more effective in their service—from an educational point of view—than have the librarians who serve the adults. Children's librarians know their books and the children. They do much to develop permanent habits of reading and good taste in the selection of books, and to broaden the outlook of the boys and girls."

Mr. Carl Roden, librarian of the Chicago Public Library, in an article "The Library in Hard Times" in THE LIBRARY JOURNAL for December 1, 1931, wrote:

"We have in our midst a group of workers, the Children's Librarians, who have evolved for themselves a body of theory and practice that comes perilously near the aspects of a science, both in methods and results."

But even if the school library displaced the public library children's room what of the cost of a public library branch for adults, plus this year round school library for children in the same neighborhood? The advocates of the school library have a solution for this too. They will open them to adults.

Miss Fargo,[27] speaking of library problems in small communities, suggests consolidation of school and public library service and adds:

"To the quarters thus provided (in the school) would be removed the community library. A schedule of opening hours to cover late afternoons, evenings, Saturdays and vacations would be arranged."

That this plan of including adults has been given a trial is shown in a questionnaire[28] sent to 364 schools, 126 of which allowed the public to use:

"Permitting the public to use the school library causes a number of problems. Thirty-four report a difficulty because people from outside the school borrow books needed by pupils. Reports from thirty-three schools indicate that the problem of book selection is made more difficult if a library serves both the school and the general public, for books which adults want are often wholly unsuited to the needs of high-school pupils. The fact that when they come to the library people from outside of school disturb the pupils is mentioned as a problem in eighteen schools."

Nothing seems to have been said about children disturbing adults. It is true, however, that wherever school libraries have been opened to adults, the adults have been singularly disinclined to use them. As an antidote to this disinclination of the adult, Miss Fargo suggests:

"If there is a definite feeling against it (by adults), development of the social center idea or some other effective method must be undertaken to combat it."

This progression from "a bit of library extension"; to libraries in every building during school hours; to opening them the year round to children; and on to making them available to adults; is a *reductio ad absurdum*, a belated effort perhaps to justify a financially and culturally impossible program.

What Of Children's Reading In Times Of Depression?

If in schools, that have assumed the responsibility for children's reading, lower appropriations necessitate reduction of service, who can doubt the decision as to the relative importance of teaching service and library service? Which will go or which will be curtailed? In a certain city the public library itself was under the board of education. During a depression, prior to the present one, the board decided to close the library, which it did. This may happen again. Should not the reading of children be under an independent institution which considers reading its basic function?

A Decision Should Be Made

The country faces the questions, which institution knows most about providing children with books, which is best equipped to stimulate their reading interests, and which can do these things at least cost. We should not blink the fact that municipal authorities and the tax-laden citizen will not put off raising the questions. That this is already true seems to be indicated by the following, which is probably typical of country-wide sentiment. A woman of fine intelligence, unusually interested in community welfare, and living in a well-to-do state, said recently:

"I am paying national, state, county and municipal taxes. The heaviest tax is the school levy. In the last two years the levy could not be met. We citizens are out to reduce this school burden at all costs. We are not willing to reduce the teachers' salaries for they have not benefited in this rising levy. We are out to cut the extras. We have certainly outrun ourselves on school extras."

Another indication of the trend of opinion is contained in the radio broadcast previously quoted. Here the city manager, Mr. Woolhiser, and the secretary of the American Library Association, Mr. Milam, are speaking:

Mr. Woolhiser: "Isn't there also a chance for economy in the elimination of duplications of library service? Is it necessary to have libraries and librarians in the public schools and also children's rooms and children's librarians in the public libraries?"

Mr. Milam: "Yes, Mr. Woolhiser, there is an opportunity for economy which many libraries have already effected. Cooperation between the public library and the public school makes possible the elimination of duplication and the provision of excellent service at very low cost. In many places this cooperation is so close that it amounts to a single administrative responsibility for both the school libraries and the children's rooms in public libraries. And it is possible to have a contract agreement which safeguards the special interests of both institutions."

The school library movement is dangerous to the tax-payer because of its terrific cost; it is dangerous to the schools because, in order to meet the costs of the school library, officials' and teachers' salaries, already low in many places, may be cut or not raised; because the schools may not be able to afford an adequate number of teachers; because necessary school building programs may be curtailed; and because school energies may be diverted to a collateral activity.

It is dangerous to the child because in times of enforced economy, provision for children's reading may be abandoned altogether; because, even in normal times, makeshift libraries will almost surely be established throughout the country; because the public library may be hampered in its legitimate work; because the child may fail to form the public library habit; and most of all because cultural reading is likely to be sacrificed to school problems with the tragic result that the child may grow up without acquiring a love of reading.

[27] Lucile F. Fargo, *The Program for Elementary School Library Service*. American Library Association, 1930. p. 157.

[28] B. Lamar Johnson, "The Secondary School Library," *Bulletin* 1932, No. 17. United States Department of the Interior, Office of Education, pp. 101-02.

Regional Cooperation

By ARNOLD K. BORDEN

Research Librarian, University Of Pennsylvania

PLANNED economy is no new idea in the library world. The pooling of resources through voluntary agreement and regional understanding in the matter of book purchase affords an increasingly intelligent application of this principle. There is something intriguing about the functioning of a large urban area as a single research unit, in which the collections of the many special libraries supplement the more general ones of public and university libraries, in which the source materials of learned societies and organizations with particular interests are voluntarily fit into a comprehensive design for the common intellectual good.

Such cooperative enterprise is not, of course, without limitations. It has the weaknesses inherent in a system of departmental libraries in a university community. From the point of view of the scholar the knowledge that his research materials are scattered in several places is apt to develop a feeling of futility and to impair his own economy of labor.

A more serious difficulty may arise from failure to inform scholars of regional arrangements. The success of the whole scheme depends upon the close working relationship between the librarian and his patron, upon the expression by the student of his needs. Even such major undertakings as Project B or the L. C. Anonymous Catalog are not generally known apart from librarians themselves. To make local library cooperation productive of results is a still larger problem in publicity. This is particularly true, of course, where it has been found inexpedient to incorporate union catalog cards into the general catalog and where consequently they have been segregated.

The real test comes in securing a clear definition of the field of purchase. It is easy to understand how the more general libraries in the scheme might tend to leave the purchase of books of a more ordinary and common type to the special libraries in cases where duplication would appear desirable. It is often hard enough to draw the line between a distinctly special type and one of general importance. By and large, the general library had better err on the side of specialization and duplication in the case of doubt. Only such a course is consistent with duty to its clientèle.

It is easy to conceive a further tendency that may detract from the potentialities for good of such a scheme. The libraries participating may make their union an excuse for budget reductions rather than an opportunity for securing many more accessions of value for the whole region by maintaining the same budgets. While this kind of economizing might very well be the *raison d'être* for a particular cooperative system, it would not be cooperation in its most fruitful aspects.

All these limitations, however, are mere problems of management and disappear in the face of common purpose and effort. The impressive thing is the increasing research consciousness which is to be found in special libraries. Of course participation in union catalogs is obvious evidence, where the advantages would seem to accrue almost entirely to the more general libraries. But the announced desire of many curators of specialized collections to have their books enter more actively than in the past into the work of creative research indicates how strong this tendency has become.

The apotheosis of research is for the minute very characteristic of our *zeitgeist*. But quite apart from general tendencies its increase in special libraries is easily explained in the light of their superb collections of manuscripts and source materials. If one studies the history of intellectual and literary awakenings he will invariably find that they derive from old manuscripts and books collected as a labor of love by those who have gone before. And many of our semi-public library institutions are in an enviable position to contribute a full share to any renaissance of culture.

Philadelphia and region provide very good examples of the possibilities inherent in rich collections and cooperative zeal. One might cite, for instance, the ancient Ridgeway Branch of the Library Company. Here is a notable group of manuscripts, from the Greek down, and a collection of rare imprints, from many incunabula to early English and American. And it has become the deliberate policy of that library to invite scholars to make use of its treasures. Similarly, the American Philosophical Society, of distinguished origin and history, by virtue of its Franklin manuscripts, unique and rich in scientific source materials, craves greater usefulness for its library and hopes to increase its holdings for research in the humanities. Or one can turn to the Pennsylvania Historical Society, long since a workshop, complete in American and local history, a library to which one never looks in vain for manuscript materials. Not long since the writer found there two Goethe letters, rather scarce outside of Weimar and New Haven, and has come to expect through similar experience to find the unusual. To cite only three such libraries is an injustice to a dozen more, but they typify the desire to aid in intellectual progress that pervades them all.

A community that integrates its library resources with intelligent purpose doubtless chooses one way of escape from overcrowding facilities. As book holdings multiply two possibilities loom: super-libraries with all-inclusive collections and an organization of lesser central libraries buttressed by the specialized collections of smaller units. Of course the line be-

tween the two systems may not be clearly marked in a particular region, but the general tendency stands out here and there with rather more than casual distinction. Many urban areas, working through local library associations, are actively welding their varied facilities into one homogeneous system. There is nothing, of course, to prevent the development of one or two very large institutions simultaneously with the growth of smaller libraries. But unless some common action is achieved the resultant wholesale duplication will be wasteful and unnecessary in so far as the rarer and more specialized materials are concerned.

How much the economic drive that is steadily coercing business and government into larger and larger administrative units will affect institutions like educational establishments and libraries remains to be seen. A good deal will depend on the history of a particular community. Where independent organizations slumber in indifference their importance as research centers will fail to materialize and they will sink into oblivion as central libraries take on magnitude and importance. Where, on the other hand, various semi-public libraries have been the large beneficiaries of private collecting and philanthropic zeal for perhaps generations, facilities will probably continue to be diversified and regional organization will be the unifying force.

The more feasible it becomes to develop research as a function of library work, the more light will be thrown upon regional strength and weakness in particular subjects. And when a region has been found to be notably deficient in a certain field it is not difficult to persuade some member of the local library union to concentrate on this weak spot in its future acquisition policy. In the progress of research, encouraged by the single purpose of diversified interests, increase of coordination and improvement of facilities will strengthen the whole structure of library service.

In large urban regions one senses the need for some more positive unifying agency than at present exists. Institutions removed from the population center and many small libraries in the heart of a city itself do not share as they should in the total library plan. To a scholar in any part of the region there is not readily available means to locate the particular source materials that he may need and that may exist in many special collections.

The problem of having manuscript materials located, inventoried, and adequately described is one to which last year's *Report on Historical Scholarship in America* of the American Historical Association gave attention, although without suggesting any very practical expedients to accomplish the ends desired. It occurs to one in the course of doing research work that some central bibliographical clearing-house for a particular region might be of inestimable value to scholars locally and generally.

Suppose there was established, for instance, a Bibliographical Institute in a region like Philadelphia. It might, as a basis, have a union catalog of all books in the area. Next and more important, it might have the task of fully listing all the source and manuscript materials available—a large order, and one that would have to develop slowly. With these basic tools established it could of course give energetic service to the whole community of scholars and in the course of publishing abroad source materials be a great source of stimulation to productive scholarship. It might conceivably also have a research department to be consulted for preliminary investigation.

The ultimate ideal, of course, would be to have several such institutes in different parts of the country. Each might then publish a periodical to list materials in the region it served and in this way bring about integration of all the country's resources. To be permanently successful, such an institute must have, of course, continuity of income, direction, and personnel. Its directing force, furthermore, would need to be motivated by an active philosophy to secure continuing results.

Here, at any rate, is one solution of several problems. Whether or not it is the feasible one, some expedients should be devised to make more of the resources at hand, to make known to scholars library source materials, and to tie together the diversified library facilities in a particular community. The potentialities inherent in any intelligent scheme for greater practical cooperation are rather large.

The conservation of the raw materials of research is a problem that has been giving the learned societies much concern. To get an inventory is probably the first fundamental line of attack. Where is there a strong collection, for instance, of unpublished manuscripts, playbills, etc., relating to the history of the American theater? The writer can give a very intelligent answer to this question because such a collection happens to be shelved in his own office, but one can appreciate the fortuitous and circumstantial nature of such knowledge. Similarly, the fact that valuable, uncataloged pamphlet collections exist in a balcony of the Mercantile Library is an interesting revelation of the prowling instinct, but this, along with other cases that are legion, goes to indicate the unknown material that can be grist for no scholar's mill. A general taking of stock is a necessity of the first order, and this will doubtless be achieved best through some more comprehensive organization of community effort than at present exists.

"Certainly starving our schools and libraries, cutting down on our social services in times of depression, is not progress but retrogression."

From *What Is Technocracy?*
By ALLEN RAYMOND

Trends In Government That Affect County And Regional Libraries[1]

By LOLETA DAWSON FYAN

County Librarian, Wayne County Library, Detroit, Mich.

IN MR. OVERSTREET'S late book, he quotes the chance remark of a western farmer about the weather. "There's a hard wind blowing today, which helps, if you're going in the right direction." There is a hard wind of new ideas blowing today, blowing through the "American political labyrinth," sweeping across the social scene and eddying into every corner of our professional lives. From what direction does it come? Are we struggling against the gale, blinded and dazed by the "swing and rush of the modern scene," or are we headed in the right direction conscious of what the social trends can mean to our institutions, striving to maintain a sensible balance between new experiences and old backgrounds?

In this discussion, I hope merely to grasp from this wind a few straws that may prove clews as to what is the right direction for public library service; straws that indicate what changes are taking place in the reorganization of governmental units; straws that are blowing off the haystack of social change. I am using examples largely from the metropolitan district of Detroit and from Michigan, because these cases naturally come most easily within my knowledge and because this territory furnishes examples for many of the points under discussion. The Detroit sector is, of course, typical of most of the metropolitan areas in this country and the implications to be drawn from conditions there are applicable in many respects to communities with a much less complicated organization.

It is interesting to note that the study of political science, as such, did not start in this country until about 1908. Since Lord Bryce's statement that "The government of cities is the one conspicuous failure of the United States," there have been fundamental changes in the structure of municipal government. Included is the spread of the home rule movement, by which cities are permitted to draw up charters in accordance with their own specific conditions so long as the provisions are not contrary to state law. Considerable progress has been made in reducing the size of city councils, in introducing non-partisan elections, in centralizing responsibility by the appointment rather than the election of heads of departments. The profession of city manager is taking root, with some 425 cities now employing such an officer. Civil service and various other methods of appointment by merit are spreading in both the federal and city governments.

With considerable justice, Bryce's indictment might now be transferred from cities to counties, for very few reforms have as yet found their way into county government. The discussion of these problems remains largely the concern of academic circles. A study on "County Organization and Government in Ohio" made in 1932 by the Ohio Institute vividly describes the situation:

> "The county is unique for the antiquity and complexity of its governmental system. Its organization consists of a mediaeval framework gradually modified and expanded in colonial times and greatly enlarged in the last 75 years. Its growth has been piecemeal and utterly without plan."

For a description of present conditions I have chosen the township-supervisor type of county, where each township and city is represented by one or more supervisors on the governing board. The picture in its details fits only Illinois, Michigan, New York, and Wisconsin, the other states showing many variations of county and parish government and differing in the structure within such units. I hope, however, that some conditions characteristic of each territory represented by this audience will be mentioned.

The typical middle west state contains more than 1,000 townships, originally laid out in sections six miles square as a result of the policy of a government land survey authorized in Congress in 1785. In Michigan, as in other states, these artificial divisions were set up as "miniature republics" by the state constitution, with not less than seven officers elected annually for each. The township includes and overlaps the government of villages but not that of cities.

In Wayne County, which is of average size, there are now about 145 governments, 100 of which are of some importance. These include nine cities, with two entirely surrounded by Detroit and four contiguous to it; eighteen townships and sixteen villages; twenty-eight public health groups; twenty engineering organizations and a corresponding number of police agencies. Since the last annexation to Detroit in 1926, the smallest administrative unit in the county has been a township of less than 2½ square miles with a population of seventy-three in the 1930 census; there the township offices are monopolized by one family. The boundaries of another small township are almost exactly those of the five villages within it. Two villages extend into adjoining counties.

Paper presented before the County Libraries Section at Chicago, October 16, 1933.

[1] Many of the facts included were gleaned from *American County Government* by A. W. Bromage.

Overlapping this conglomeration, and with their own set of boundaries are some 113 school districts. The largest of these covers all of Detroit, but within two of the other cities a combination of school districts has not yet been accomplished. The movement for consolidated schools had no great results here, for only two of this type are represented. Ten of the districts cover territory in Wayne and adjacent counties.

The cost of government, which has touched $100 annually for every man, woman and child, is met by various tax assessments, levied by the state, the county, the cities, the villages or towns, the townships, the school districts, and by special assessment districts such as those for drainage and certain types of roads. Scanning the country a a whole, almost fifty distinct varieties of special taxing districts can be found.

It follows that each unit of government has its group of officials, most of whom are elected. Elections are frequent and ballots are long, discouraging the independent voter and strengthening partisanship. The membership of the county board of supervisors has grown in the past year from 125 to 146, due to the creation of new cities, each of which is entitled to several representatives. The Ways and Means Committee is a large one, there is a board of three county auditors and no chief executive to head up responsibility. But, as is often true, there is an appointed official with an obscure title who after years of service is now the key man in the administration of county affairs and who uses the energies of a group of younger men as a research committee.

Given this extreme picture on one side, what forces are gathering throughout the United States to counteract it? There is a steady and increasing agitation for experiments in county government similar to those that are proving effective in cities. No great progress has as yet been made, but there are numerous straws in the wind which, combined with the resurgence of public interest in the methods, policies and cost of government, may indicate a more rapid rate of change in the immediate future.

Since 1930 commissions have studied county problems in eight states, and a few definite results have been achieved. County home rule is actually in operation only in California, but Maryland has passed an amendment to its constitution; and in Virginia, North Carolina and Montana optional forms of local rural government have been legalized. The commission plan, which in cities served to pave the way for managers, is in operation in two counties of North Carolina, several in Alabama and has been applied to a certain extent in New Jersey. There are a few cases of the consolidation of counties in Tennessee and Georgia, and scattered city-county combinations. The possibility of certain metropolitan areas becoming separate states is beginning to be discussed. Cook County, Illinois, has created the position of county president, but with restricted appointive and veto powers. A similar change was before the voters of two urban New York counties but failed to pass.

"The public-service state" seems now to be entering a new phase, with the tendency to transfer functions from the county to the state or federal government. For instance, both North Carolina and Virginia have taken over the responsibility for all roads. North Carolina has gone farther than any other state in also assuming, during the present year, almost complete control and cost of schools and in undertaking the custody of able-bodied male convicts sentenced to more than sixty days. State supervision of local tax rates and indebtedness is the order of the day in Indiana, New Mexico and other states.

In Michigan, a Commission of Inquiry into County, Township and School District Governments began its study with state funds supplemented by an endowment and has the services of members of the Political Science Department of the University of Michigan and of Mr. Lent. D. Upson, Director of the Detroit Bureau of Governmental Research. The special studies of this group are beginning to cause comment. References in the public prints as to the possibility of combining Detroit and Wayne County or of abolishing certain useless positions are becoming more common. In last week's primary election in Detroit, a number of candidates included such planks in their platforms.

Sporadic movements for a county home rule amendment to the state constitution have appeared since 1919. While efforts for a general vote upon this failed to pass the last session of the legislature, it is a subject which is likely to continue to be introduced until favorable action is taken.

The Michigan Municipal League, which seems to act as a connecting link between campus theories of political science and the practical solution of problems as influenced by local politics and human equations, is urging villages to change to the city form of government, arguing that thus they will be removed from township problems and taxation, can eliminate a certain duplication in officials and reduce operating costs. I have not seen figures that proved the last contention, but it is an argument well suited to the times.

My own impression is that the real objective of these changes may be to make the obsolescence of the township so evident that the general public will approve of its abolition. Other moves tend to support this idea. A number of roads, formerly under the township are now being maintained by the County Road Commission, and show obvious improvement. A constitutional amendment limiting the tax on real estate to $15 per thousand of valuation has made it necessary to apportion the amount to be raised by each division of government. This is the duty of a County Bureau of Taxation whose powers of revising local budgets and of equalization may tend to relieve the township supervisors of one of their chief functions. And so there are indications that certain local officers may wake up some morning in the not too distant future and find that they have been shorn of all power. I suspect also, that the movement to create more cities may result in making the Wayne County Board of Supervisors into a body of such monstrous size that it will collapse of its own weight.

I want to follow this consideration of the changing structure of local government with a discussion of

the organization of the public library. How many library units are actually found within counties or sections of similar size today? How does this one department of government fit into the general scheme of things? Are the channels of political reform so chartered that libraries can follow the same or a parallel course?

Mr. Joeckel has expressed the doubt as to "whether any other activity of government is as vague, as indefinite, and as generally inarticulate in defining its purpose and its proper field of service and in telling the world at large about its achievements as the public library." Certainly it is of increasing importance for the librarian to understand where his institution belongs in the set-up of local, state and national government.

Using the Detroit metropolitan area again this time as an example of the number of library units within one community, we find in Wayne County five cities that operate their own public libraries and have within their borders examples of business, special, university and college libraries. One city has combined its school and public library in the high school building. Another has a public library separated in location from the school libraries but operated by the school board.

One township supports a village library that has grown out of the efforts of a Ladies Library Association. The small section of the county which is east of the Detroit city limits and consists of five villages within one township, is served by a chain of public libraries which are administered and financed by the board of a consolidated school district. This Grosse Pointe Unit was worked out after a preliminary connection with the county service and was recommended because of the location, size of population and the wealth of the district.

Except for the cases noted above, each school district has a separate school library or system of libraries and these cooperate with the public libraries in their own territories to varying degrees.

Agencies of the county library serve two of the nine cities, thirteen of the eighteen townships and ten of the sixteen villages. Its school department reaches annually about 100 schools in ninety-five of the 113 districts. Included are all the smaller schools which are under the supervision of the county school commissioner. Each county branch cooperates particularly with the school nearest to it.

The county library is closely connected with the Detroit Public Library by formal contract and by consistent efforts to operate under identical policies and to maintain similar standards of service and book selection, with separate budgets. In 1932, a shift in financing transferred the special libraries in two tuberculosis sanatoria and the service to the blind from the Detroit budget to that of Wayne County. A branch for the sub-normal children at the Wayne County Training School forms another special unit.

Through interloan service, the book resources of the county library are available for unlimited use without charge to all kinds of libraries, with the somewhat illogical exception of those located in Highland Park, Hamtramck, and Detroit. The circulating material of the Detroit Public Library is also sent on special loans to patrons of the county library, although county citizens living outside of Detroit are not given the free use of these books directly. The only cooperative cataloging consists of a record at county headquarters of the adult books owned by Grosse Pointe, which are thus made available for interloan. Otherwise the free use of each library is limited to residents of its taxing district. Patrons of the county library may, of course, use their cards at any county agency.

The cost of county library service is part of the general county tax and is levied on the whole county without exemptions, Detroit paying more than 79 per cent of the whole. Another duplication in costs is due to the penal fine law which allocates funds to school district libraries or to public libraries designated as such. Being a provision of the state constitution, its long period of existence has created problems that ramify through the whole library structure of the state and complicate the consideration of any change. Between the county library and the schools it serves there is a rough division of book purchasing by mutual consent, the penal fine money being used largely for reference and supplementary material and the loan collections from the county stressing books of a more general nature.

This describes the complicated machinery in Wayne County only, but to have a complete picture of the actual community, we must multiply these library units by three or four to take in adjoining counties. With downtown Detroit as a center, the natural district is a semi-circle with a radius of 25 or 30 miles and includes roughly four counties. To the north there are two villages, a city and the unincorporated part of a township, parts of two counties, which are literally across the street from Detroit.

The significant point is that we consider library service organized to fit natural communities rather than the artificial sections laid out by surveyors 150 years ago. Our mental maps of the logical library district should resemble the irregular outlines of the New England town rather than the rectangular middle west county. I would go so far, at least in this group, as to say that we should consider the phrase "county library" obsolete and talk only in terms of regions or communities, lest we be betrayed into carrying outworn conceptions over into new eras.

Many of our present governmental forms were devised in the horse and buggy age and are long outmoded. In our efforts to at least think in terms of the present automobile epoch let us not forget that conditions are never fixed. The airplane is here and is making steady progress as a common means of transportation. Front page accounts of stunt flights are reminders that the distance from coast to coast on our continent is shrinking almost monthly, and that the world is contracting with equal rapidity. We need to look forward to the community whose radius is determined by machines of 1500 horse power rather than by 1 or 2 horses.

It is not my purpose to over-emphasize the difficulties of library reorganization, but rather to draw a sketch which, while belonging to the realistic

school, has its colors and lights as well as its shadows. Comparing the library situation with that of the reorganization of government as a whole, there is much to encourage us. Since the public library is a rather young department of government, it has not had the time to develop as many petrified growths as may be found in the older parts of the structure.

We can point to encouraging trends toward new alignments and a number of examples where improvements have passed beyond the experimental stage. The latest survey is *Libraries in Canada*, which "presents the findings and recommendations of a committee of Canadian librarians on the status and unrealized possibilities of libraries in the several provinces." During this conference, the question of how the library can be fitted into the great social laboratory of the Tennessee Valley is under discussion. I understand that the study of public administration now under way at the Chicago Graduate Library School will bear closely on many of these problems.

We have a few regional demonstrations, as for instance in Vermont, in the book selection activities of a committee in the Boston metropolitan district and in such inter-library loan systems as that reported from New Jersey. Our British cousins have done much to coordinate their library efforts in the community which is England, or in some respects which is the British Isles. I expect that many of you, especially those from the West, are making mental reservations because your own territory is an exception to these remarks. I am assuming that all are familiar with the examples of unification within the library world, so that I need not take the time to mention each individual case.

In many states structural changes are needed and call for a major operation on the body of law or on the state constitution. In other sections it will be possible to consolidate functions between counties without waiting for a change in legal forms. California has been able to combine counties to make one library unit, in fact its county library law was so set up that many of the complications now prevalent east of the Rockies never developed.

During 1931, the Michigan legislature passed a regional library law allowing for the combination of two or more counties for library service. An amendment to the county library law, also passed in 1931, makes it possible for a county or regional library to contract with any or every type of municipality, so that we have the legal means of drawing library lines in community patterns. During the last two years of stress it has not been possible to make use of this welcome machinery.

The direction of general county reform should be watched for solutions to library puzzles. What are the legal possibilities for the library under county home rule charters? Where should the library be in the picture of a county headed by a small commission, with a county manager as chief executive? What effect will the shifting of functions and financing from counties to states or to the federal government, have? Precedents are being multiplied for asking that part of the state and national educational appropriations be assigned to the public library. Will it be best to have sources of income, as well as the responsibility and supervision divided? Can this be done under the proper safeguards? What functions and responsibilities should remain with the local unit?

We are apt to talk glibly of how a consolidation of library units will reduce costs. Members of our board have challenged that statement, with requests for proof. Have we the records of actual cases that prove this to be literally true? In our district we can prove a corollary with far different implications,—namely, that certain cities, villages or townships could not afford to maintain their county branches at the present level of service. For our future protection, I think we should make a more accurate statement of the purposes of library extension, which include with a consolidation of units, an improvement of the weaker links and the extension of service to districts now without it. There is every likelihood that this will and should increase the total library cost.

The public library holds a somewhat strategic position in the social order, in that it does not have a reputation for many serious sins of commission. It has been built on a foundation of conservatism and careful spending, even on frugality. I believe that we can claim that on the whole libraries are operating on budgets carefully planned and followed, with practically no misuse of funds or overdrawing of accounts. The profession can lay claim to intelligence and education, if not to scholarship and to a morale developed through appointment by merit. We have a cooperative spirit within the group. Our general attitude is one of unselfish service to the public, based on ideals that are non-political, non-sectarian and non-propagandistic. Our institutions can justly claim to be a bulwark of the democratic ideal, in that they offer equality of intellectual opportunity.

Granted these valuable assets, does this constitute the whole duty of the library—especially at this particular time? Can we be charged with any sins of omission? We have had three lean years which by comparison have made their predecessors seem fat. We have questioned every expenditure, re-weighed services in the light of their costs and searched every cranny of our budgets for items that could be eliminated. Harried by the everyday necessity of settling administrative, supervisory personnel problems and of keeping up with the routine information needed for careful book selection, there is a danger that we will become isolated within our institutions. In modern parlance we might be accused of "chiseling," of stepping up production beyond the point of safety for the staff or the institution. We may well stop to consider whether petty economies in themselves are as important as the economy to be achieved through the wider viewpoint of consolidated effort.

I think there is also the lurking danger of the librarian becoming too self-satisfied. We are inclined to be complacent over the smattering of information that fills our minds, when we should be eternally striving to maintain a "perspective on life and social progress." The proof of the vital influence of books upon men that reaches us daily over the circulation desk is likely to lead to a dangerous sense of satisfaction and a forgetfulness of the broader implications

For 31 Public Libraries In Michigan (Omitting Detroit)
Population Served 1,171,629 (24.2 Per Cent Of Michigan)

	Volumes	Increase over 1928-29	Circulation	Circ. per vol.	Circ. per capita	Borrowers	% of pop.	Expenditures	Cost per circ.	Cost per capita
1928-29	1,155,626		5,477,990	4.7	4.675	299,383	25.5	$785,701.47	.14	.672
1929-30	1,248,009	92,383 8%	6,284,406	5.1	5.36	328,001	28.	889,858.88	.14	.759
1930-31	1,348,478	202,852 17.6%	7,744,739	5.74	6.61	372,313	31.8	935,487.81	.12	.799
1931-32	1,406,147	250,521 21.7%	8,839,397	6.3	7.54	406,834	34.7	873,380.81	.0986	.744
1932-33	1,383,328	257,702 19.75%	9,858,532	7.14	8.41	406,135	34.66	688,301.14	.0698	.587

of our rightful place in the society of today and tomorrow.

Since 1929, we have been using all energy to retain the progress already made. Now we must respond to the challenge of the new day and do much more than that. The conservative foundations having been laid, we need to become more vocal in leading our communities to an understanding of the function and value of the public library. Being a case in point, we must do our part to correct the popular misconception that all government is inefficient and is operated for the benefit of selfish interests. We must take our stand with those who are upholding the importance of the intellectual life and the power of the spirit.

For each individual librarian, I would advocate a wider viewpoint. No matter what your outlook is now, expand it; it cannot become too broad. Your professional thinking has been built up around an organization of a certain size. Widen that view, considering the libraries just outside your present limit of vision. Go home with the scales of familiarity off your eyes and look at your own situation as if it were foreign territory.

In terms of personal education and social attitude we are also in need of expansion. Today it is necessary to know the kaleidoscopic changes in social standards, not only from the printed word, but from contact with the people in your own community who represent various shades of opinion. Any assumption that it is enough for the librarian to keep abreast of the changing currents of literature and education falls short in an age of economics. Certainly our profession is one that should be characterized by less cultural lag than others.

No doubt some of you heard Alexander Woollcott discussing governmental responsibility in one of his Town Crier broadcasts last week. Urging New Yorkers to vote, he said, "Don't listen to those people who say that democracy won't work. Of course it won't work. It's up to us to work it."

BOOKS are the greatest inheritance of the new generations. They preserve the wisdom and the beauty of the race, and carry it as a living, ever-growing stream. No man can claim education who does not read constantly. Anyone may educate himself—whether he has ever been to school and college or not—by wise and wide reading.

——From "The Uses of Leisure."
By EDWIN R. EMBREE

The Saving Influence Of Books[1]

BY AUGUSTUS H. SHEARER

Librarian, Grosvenor Library, Buffalo, N. Y.

IT IS almost unnecessary, in fact, lowering to your intelligence, to say some of the things I have to say this morning, for every one knows from the title what I am going to say, and has agreed in advance with all the points I am about to make. In the first place, we are living in unusual times. We have overreached ourselves in our production of material things. We therefore do not need to produce anything for a while, and possibly never as much as we can. Some people are going back to handwork, but others are hoping we can save the machine. We must think about that point. But that will be unusual, for most of us have not been accustomed to thinking. We have not thought because we have been busy with the machine. Now that we are not so busy there, perhaps we can begin to think. This was not the first solution I had for this excess of time. The first was the elimination of weeds. I still think this will be the ultimate result of the depression and no one realizes it. The main trouble is to define weeds. Perhaps, if we admit there are weeds in the mind, all will agree to this proposition. But this has nothing to do with high school libraries, so I must gradually return to the subject.

So far, we have posited that we have been busy, and therefore we had no time to think. We can now agree that we are not so busy. This is something which the Utopia writers have been planning for since many years, and the labor leaders have demanded it as an ultimate aim only to be gained little by little. The prophecy or the hope has come true. But how tragically in so many cases. We have the time because we are thrown out of work. Thousands of people have not realized how much they enjoyed work until they have been without. In the custom of the American people, we have been much more thorough and complete in our unemployment than any other nation, even England. As a result we have had, unitedly, to see that people did not starve, and had a shelter. But the wisest of the people dealing with the situation realized from the start that something more was needed than money or grocery orders or the lodging house. What is there to do if all that a person has on his mind is to go once a week for a grocery order? Thousands of hours of accumulated idleness were piled up before we all realized the situation. Only last year was a determined effort made to keep up morale, to provide against moral deterioration, and mental too. Even the cry against the grinding boredom of the factory, of the intense dullness of doing nothing but place the same bolt in the same place, minute after minute, day after day, lost its effectiveness when a man had vastly more boredom in doing nothing or the dullness of peering into the unending blackness of the future.

So here we have the situation and the question is, what is to be the saving influence? And the answer is Books. At least, I assume that every one here has come to that belief, and has that as an inspiration for his daily work. Not only that, but librarians knew it long ago. They anticipated this situation. They brought the need for books before governing boards of cities. The cities responded. They looked into the schools. The philosophy of this situation was not quite so clear for it was before the days of discussion of adult education. But what was done from 1853 or 1876 to the present was to provide magnificent storehouses of books for the people, increasingly adequate, increasingly widespread.

But the question is, can every one read the books? Here we are with leisure, and here are the books. Can the people read? Literacy is high, but is mentality? Does the unemployed person naturally turn to the book? And, we are glad to say, some do. Thousands have done so. Every library in the country reports increased use. The wise men of old who prepared the libraries, did not know they were preparing for times like these, but they did know they were preparing for the halcyon days of reading.

And so we have the libraries full. And who is it that is coming? There are some people who have no interests. Is it possible to create interests with their background, their disuse of their minds, their struggle with existence, their age? Those that know about books, that know the public library, want to fill the time in; they can not go very far, they are more suited to children's books if they can get the stories without knowing they are children's. They read the periodicals because the mental tax is less, and the subject changes oftener. They need something imaginative, to get them out of themselves.

Then there are those other people who take advantage of this period to do things which they have always wanted to do in reading. There is the unfinished course in school, or in college, the books mentioned by the professor, and passed by in press of other things. There is the hobby once held and laid aside, and new books have appeared in recent years. They have the chance now, which they have always longed for. There may no longer be the opportunity for clothes, the theater, concerts, jewels, but books can not be denied them, and the whole world looks more roseate because they have something else to think about than the terrible nothingness.

And so the hobby develops and becomes a precious possession. It may be mechanical but books are a great help; they give ideas and suggestions and prepare a person even without money. And the course in literature with the reader's advisor, at so many

[1] Paper delivered before the library section of the New York Teachers Association, Western Zone, Buffalo, November 3, 1933.

libraries, makes a person as well acquainted with his literary hobby as many a literary club does. And art becomes a library subject, very intensive, so that they supplement, if they do not actually prepare for, the technical art. Emergency classes of colleges have recognized these things and have relied on the already established libraries to help them out in their programs. The result will be, of course, that out of these conditions will come a greatly raised level of culture.

And then of course there are those who are preparing themselves individually for the future. The tool maker who never had time to see why his competitor had a good product, now studies it, and finds his defect. The underling prepares for the executive position. Another changes his whole course of life, or at least prepares for the change. This is the most material side of the situation.

All of the above have time to think. There is not the rush from place to place, from bed to job, back to bed again as in the days of the twelve hour shifts in the Pittsburgh steel plants, and so reading can be accompanied by reflection. Even the reader of fairy tales will think about things he never thought of before.

And so that brings us to the man who thinks about things as they are, about conditions, about machinery, about exports and world trade, about technocracy and autarchy, about inflation and depression, about unionism and individualism and collectivism and socialism and rights of property and liberty of individuals. He sometimes thinks just "out of his head," but after he and his chum have talked over that, they realize they had better read something. And so a book, so a library, and so a discussion, and if long continued enough, a clarification.

And above all, this kind of thinking is necessary in these days. The problems used to be known, but were laid aside because of material prosperity. Where prosperity is gone, the problems have nothing to dispute the foreground with them. What shall be done? Oh for a Moses! And many thought Roosevelt was he, but Moses of today needs people who are not followers led away easily by specious arguments and every stray word of doctrine. The leader must have followers who know what they are following. They have studied their economics, their history, their sociology, their psychology, their philosophy, their ethics. They may be crude but they are sounder than ever the populace as a whole was before. I think it is the reason why the depression has brought so few riots. Not only have they become able followers of good leaders but the non-political class have become leaders. Woodrow Wilson and the rest of the College professors have become prominent enough so that one of them chooses for a Phi Beta Kappa address: "The Scholar in Political Life." And so well recognized is this, that books appear nowadays as soon as a subject arises, and no sooner is a slogan coined (e.g., New Deal) than books appear with that title. And so there are many people today who think that the important thing is, not that every family have a bath tub, or two cars, or a radio, but that every family have a book, and two books, and a book on every subject. And few are so blind that they do not know that this is possible through the library.

If this is so, then some of it must have started before the depression, 1929. It did, and some captains of industry and exploiters did not know it. We in the libraries have known of adult education for several years now. Even before it was a movement, we realized it. But, after all, adult education rarely flourishes where there has been no child education and so, if there is to be any saving influence of books, it must be because the child knows books. And if a child is to know books, most frequently it comes because of the school library. He learns to know there are more books besides his text book; that the books have things in them which he would like to read; that he has become intensely interested in stories and the wealth of stories is illimitable, and he can read them all his life, and moreover he has learned how to look for books in a library and he has learned, if the library is properly administered, that the possibility of reading does not end with school days, and that children and adults have the same and larger resources in the public library and that the welcome is as hearty.

So if the present generation has been saved by books during these years, the next generation, taught books more fully and encouraged to reading, will look forward with eager anticipation to the next depression, for even with only thirty hours a week work, they will have been unable to finish their intellectual projects and complete their studies.

Every congregation cannot hear the most judicious or powerful preachers: but every single person may read the books of the most powerful and judicious. . . . We may choose books which treat of that very subject which we desire to hear of; but we cannot choose what subject the preacher shall treat of. If sermons be forgotten, they are gone. But a book we may read over and over till we remember it.

—R BAXTER.
Christian Directory

Books In Recovery And Reconstruction

BY WILLIS KERR

Librarian, Claremont College Library, Claremont, California

IN THE midst of depression, codes, loans, tax plans, recovery, and reconstruction, we pause to celebrate the twentieth anniversary of the founding of the Inyo County Free Library. It is well we do, for the county library has a genius all of its own. It fills a place, meets a need, and fits the times.

Of course, any appreciation of what a library does is based upon what a book does by itself, plus what a book does in the hands of a wise and friendly librarian or teacher. Despite the movies, despite the automobile, despite reduced income and hours of service, more books in our libraries are being read by more people than ever before. You know, as well as I, what the miracle is. Whether it be a precious parchment manuscript in the British Museum, or the original manuscript of Ben Franklin's *Autobiography* in the Huntington Library, or Mr. Chalfant's book, *The Story of Inyo*, here in your own county library —each book has the same genius, after all. It comes to you when you want to see it. You lay it aside when you are tired. Or it grips you till you are not tired. It carries you on a magic carpet. It thrills you. Sometimes it disgusts you. It surprises you. It answers your question. It starts you to thinking. It reduces you to tears. It carries you to the heights.— For the book is a man, your friend, your servant, your master, but always a human spirit ready to speak when you are ready to listen.

The book can help us to escape from the machine. Speaking to the International Chamber of Commerce, in his presidential address, Signor Alberto Pirelli, of Italy, said:

> "The ancients said it took five slaves to make a free man. Today machinery has taken the place of the slave, but not of the free man."

The province of the book, rightly used, is to liberate the spirit of man.

The story of Abe Lincoln reading by the light of a pine knot is matched by the self-education of Thomas Ewing, of Ohio, in the years from 1803 to 1812, getting his books from the famous "Coonskin Library." He was to become the wise foster-father of William Tecumseh Sherman, and later a United States senator, Attorney General at Washington, and adviser to several presidents. As a nine-year-old boy he had walked twenty miles through the woods and back, with a spaniel for company, in order to borrow a translation of Virgil's *Aeneid*. The biographer[1] relates that:

> "The book—and the boy—were marvelous to the hired men on the farm. At noon, at evening, and on Sunday the youth would read Grecian adventures to them, and when he finished the love tale of Aeneas and Dido, he had to wait while the men debated. Some were outraged because Aeneas had jilted the queen, telling her that Jove had commanded him to leave her court. One frontiersman cried in heat, 'He only told her a made-up story, just an excuse to get away. It was a damned shame after all the kindness she had done him!'"

Later on the young man labored strenuously for several years at the Kanawha salt wells, in West Virginia, boiling down salt, and the biographer again relates what books did for him:

> Tremendous mental powers, slowly gathering force inside his massive skull, enabled him to master all available books on astronomy, navigation, surveying. At the age of twenty-three higher mathematics was simple for him. In ten days he conquered English grammar. The seventy-six rules in Adams's *Latin Grammar* he committed to memory in a single day. French he taught himself to read in fugitive moments among the kettles at Kanawha. To learn Latin was more difficult, for as he began to study, "the cold plague," akin to the influenza that would sweep America a century later, closed the college where he was making one of his three months' stays. Going home, he spread Virgil and a Latin dictionary on the hewn table before him and, timing himself by a watch, spent sixteen hours a day on his task until he had the sense of every sentence. "The first day I read sixty lines," he afterwards recalled; "the last day twelve hundred."

Ewing returned once from Kanawha worn out with the saltworks grind and took to his bed. From the Coonskin Library came a strange book,

> "*Don Quixote*, which proved to be one of the best physicians that I ever called in. I laughed myself well in a short time."

Now books in a library are still books. The library is just a social scheme, an economic plan we have, to make books serve everybody. The well-managed library and the wise librarian keep out of the way of the books, so that the books can work. I once heard a college president (Dr. Kenyon L. Butterfield) tell a convention of librarians:

> "A library in one sense does not want to take itself too seriously. It ought to get itself into the lives and affections of the people."

Now the county librarian, to whom a branch custodian, seventy-five years old and thirty-five miles from a railroad, wrote the following letter, had succeeded eminently in putting nothing but interest and helpfulness between her books and her readers:

> "Dear county librarian, here is the monthly circulation report. Both Mr. B. and I have a good deal of rheumatism. Will you please get the hammer advertised in the enclosed newspaper clipping? I am sending a dollar for it and want to surprise him on his birthday. Send some more wild west stories and a book about chickens."[2]

The county library idea has seemed to fill the soil of California particularly. Ohio and New York and

[1] Lloyd Lewis. *Sherman, Fighting Prophet*. 1932.

[2] Quoted by Harriet C. Long. *County Library Service*. 1925.

Oregon had county libraries, Michigan and Indiana had township libraries, New York and Michigan and Wisconsin had traveling libraries, and Maryland had a county library with book-wagon service—all before California passed its first county library law in 1909. The present law was passed in 1911, and forty-six of California's fifty-eight counties now have county libraries, with more than five million books available in four thousand branches and twenty-four hundred schools. In no other state is there such a development. One of the great reasons for this, if not the great reason, is the leadership of the California State Library in county library service, the result of the vision of Mr. James L. Gillis, state librarian from 1899 to 1916. From the beginning Mr. Gillis emphasized cooperation and service—two mighty forces. A union catalog of all the books in all the county libraries of the state is maintained at the State Library, with the result that if you wish a book on petroleum production and your county library happens not to have the right book, it can be despatched quickly to your library, perhaps from Kern County. Vice versa, perhaps next week your library will be lending a manual on gold-mining to the Orange county library. Extension of service through branches, deposit stations, and schools has always been a feature of the California plan, your own county with fourteen branches and fourteen school deposits being a notable example. More than half your citizens were users of your county library last year, and you read an average of nine books apiece. In twenty years you have built a library of nearly thirty-thousand volumes and have established twenty-eight points of service. In fact, it has been said[3] that the service offered by the county libraries in California so impressed one eastern visitor, who had viewed the wonders of the Yosemite, the grandeur of the Kings River canyon, and the mysteries of the desert, that after a trip through several counties, in which he had seen county library branches and stations scattered everywhere in remote mountains and in the lonely cabins in the desert, he remarked:

"Man, I tried for years in an eastern city to get the library to place a branch in a thickly populated section of the town without results. I come out here and find your county libraries placing branches everywhere that people can use them, even out in the wilds. They say that California's scenery is wonderful—I think you have something here even more wonderful than your scenery."

It is no wonder that the California county library idea, with its practical ideals of cooperation and service, has been carried to the ends of the earth. It has gone to England, where nearly all the counties are operating libraries which lend to each other through the National Central Library. It has gone to South Africa where the state librarian of California traveled to advise in the establishment of a library system. It has gone to China, which now has over a thousand public and county libraries. Indeed, the California county library system, with the county as the unit of service and of maintenance, is pointing the way for a new basis of educational and political organization.

I repeat that the county library idea as developed in California and Inyo county fits the times, meets a need, fills a place. The trend of the times, like-modern-library service, is toward ordered cooperation, toward provision for wise use of leisure, toward education by self-effort whether in school or out, toward a wholesome community of happy and informed people. To all these the book in the library brings its miracle.

Once upon a time, David Starr Jordan asked James Bryce, "What is the most terrifying thought you ever had?" Mr. Bryce answered that the complexities of civilization are increasing more rapidly than man's power to control them.—The machines, the rush, the strain of our times! But have we not made the machines, have we not evolved industry, have we not built the terrific pyramid or organization which we call society,—have we not done all this out of the best wisdom of the past? Our creation cannot destroy us, for we still have the wisdom, the cheer, the vision, the unselfishness, the beauty of the past—in our books, in our homes and in our libraries.

[3] *Op. cit.*

Intimacy

The intimacy of beautiful things
Drawing us together,
As a spider weaving its net
Knows where every strand is met.—
The wind blowing cool upon each face,
The moon seen through bare twigs
Like woven lace,
A sweet bit of music,
Deep chords holding pain,—
All free—but such is gain!

——By ANN HOWLAND

From *Atlantean Poetry Anthology.*

Courtesy of K. R. Gibson, Editor and Publisher.

More Books Read, Circulated, Owned

1934 Editorial Program Of The Library Journal

IN TIMES of change books have always become more than ever beacons for the pioneers or storehouses for travellers on their way to new lands, yet even the most confirmed believers in books might well be startled by the amazing increase in library book demands during the past two years. Circulation increases of forty per-cent have been common and many have been at a higher rate, and these increases have been more rapid in books of information and of thoughtful interpretation than in the purely diversional. Those books, by means of which a new power and new vision are being transmitted to the leaders and to the rank and file of every community, are those that have been in most rapidly increasing demand.

The chief question in 1934 will be whether, in face of present economic conditions, books can maintain this wider place that they have been called upon to fill in the past few months. If such influence is to be maintained in each city and town, there must be brought together in common cause all those who know and can direct the power of print and by their influence the library must be adequately maintained. THE LIBRARY JOURNAL believes that every library program, whether for state and university or for city and town, must be broad enough to win to its support, all those within the sphere of its activity and influence for the more widely books become the loved personal possessions of every home, the more firmly entrenched do libraries become, and the more certain we can be that citizens will be in instant and vigorous public protest against any needless retrenchments that lead the library back to "peace time" status.

As Howard Mumford Jones stated at the Chicago Conference: "What is the place of books and reading in modern society? I reply that libraries and the ability to read books are fundamental guardians of popular liberty in a diseased and desperate world."

THE LIBRARY JOURNAL sees the librarian working with every political group, every organization, every club, selling its usefulness in new and more specific ways, thus more people made permanent "friends of reading." Considering, therefore, that the entrenchment of the library influence through adequate equipment and adequate moral and financial support is a basic need in the months just ahead, THE LIBRARY JOURNAL must dedicate its columns with renewed consecration to the community service of books.

Thinking of the library first as "Community Book Headquarters" we will include in our columns the most significant current discussion we can find on the housing and handling of books, library building, equipment, management, organization, financing, for large libraries or small libraries by presenting specific articles on many subjects. We must forego generalities and search out articles dealing with the urgent needs.

Thinking of the library as a community's "Book Buyer" endeavoring to meet the needs of a stimulated public in quickly changing times, we must speed up book information. Thus the JOURNAL offers a new department, Advance Book Information, presenting the new adult books and reprints *one month in advance* and supplying as concise, factual information as can be gathered. The departments of Current Library Literature, reviews of professional books and reviews of children's books by children's librarians will be continued, getting the information rapidly into print.

Thinking of the library as a "Community College" the JOURNAL sees that the library is taking its place alongside the other national organizations that are emphasizing leisure, the chief local "contact institution" for the adult and youth finding their own extension of education or adjusting to new conditions; organizations such as the National Education Association, the National Recreation Association, American Federation of Labor, and many others. "With our life becoming more and more socialized," R. L. Duffus says, "reading, too, must be socialized if it is to keep up."

"Leisure is a boon which may easily prove a curse," Arthur Pound says, "unless one knows what to do with it." Public libraries must point the way by educating people how to spend their leisure. Here is an unique opportunity for the library to make itself felt as a powerhouse in the community—the center from which inspiration, education, governmental information, and community conscience spreads out into every home. This influence will be returned many fold when the library budget comes up for question.

Thinking of libraries as Sponsors for Books, we shall hope to report all fresh evidence of the new sense of library leadership in school, college or city, working with all book minded agencies to assimilate more books in the community. Libraries were founded by book respecting people, and book loving, book owning people will always be their hard fighting supporters. While holding the new readers that have sought out the library in time of distress, the library must build for the new readers of the day ahead, a day in which leisure will play an important part in the life of each individual. In this program the problem of the public promotion of reading will be emphasized, adult education and the work of circulation departments, book selection departments, in fact, all work emphasizing the promotion of books will be studied.

The always continuing part of the JOURNAL's work will deal with library news; personal, professional, and organizational. This section will not be slighted in the emphasis on library programs for this is a basic part of the usefulness of a professional journal. As this new year's program goes forward no interest will be dropped, but rather wider areas of library interest will be covered.

THE LIBRARY JOURNAL

January 1, 1934

Editorial Forum

A Look Backward

As WE LOOK back over the year 1933, the outstanding factor in the library world seems to be the valiant manner in which librarians have faced their problems with decreased appropriations for increased service. Difficulties have been faced as a challenge rather than as a discouragement and there should be a great satisfaction in the proven fact that the public libraries of this country have never been more used or more of use. As Mr. Lydenberg pointed out at Chicago, we have seen a steady advance in the movement for adult education through the year; "we have been more concerned with studies, experimentation, investigation, thought, than with promulgation or propaganda."

As for the American Library Association, the first payment—one half of the total expected—has been made by the Carnegie Corporation; the committee on pensions and annuities has successfully put into operation the Librarians' Retirement Plan endorsed by the Council at the New Orleans meeting; and the scheme of cooperative cataloging has been established. The Library of Congress has taken over the task of supplying D. C. numbers on its printed cards and the Sub-Committee on German Periodicals have gained the concession of a fixed annual subscription charge, the assurance that German publishers are adopting a new policy and that in the future serious attempts will be made to lower prices further.

As was to be expected, a lessened activity in building activities was manifest during the year. The completion and dedication of the Charles Deering Library at Northwestern University, the new Public Library at Baltimore, and the Mary Reed Library of the University of Denver marked the completion of three notable projects. Other buildings completed and dedicated include the Girard College Library; The Ezra Lehman Memorial Library at the State Teachers College, Shippensburgh, Pa.; the Ina Dillard Russell Library of Georgia State College for Women; and the West New Brighton Branch of the New York Public Library. The General Education Board has made a grant for a new library for Atlanta University and following negotiations, the Union Government with the City Council of Pretoria agreed to certain proposals of the Carnegie Corporation to establish a Central Library for South Africa. A grant from the Carnegie Corporation of $125,000 was established and the interest thereto is to be devoted to the Central Library. A fire nearly destroyed the library of Woman's College, University of North Carolina, and several buildings were wrecked in the Long Beach and Los Angeles sections by earthquake in March.

A number of changes in personnel have been recorded. C. Seymour Thompson has been promoted to the headship of the University of Pennsylvania Library, and John Russell Mason to that of George Washington University. Althea Warren has been appointed librarian of the Los Angeles, California, Public Library; Alexander Galt, formerly acting librarian, was appointed librarian of the Buffalo, N. Y., Public Library; and John Henderson became librarian of Kern County Free Library, California. Malcolm G. Wyer was appointed director of libraries for all the schools of the University of Denver and Helen B. Sutliff retired from Stanford University Library after many years of service. Miss Evelyn Mershon who was appointed Michigan State Librarian resigned and was replaced by Mrs. Lillian Navarre. Lincoln H. Cha received his Ph.D. from the University of Illinois in January and returned to China to assume the duties of Head of the Library School at Central China University, Wuchang, while Mahlon Schnacke left Brown University in July to take up his duties as librarian of the American Academy in Rome.

Death has robbed the profession of several distinguished personalities during the year. R. R. Bowker, the last survivor of the three founders of the American Library Association and Editor-in-Chief from the beginning of THE LIBRARY JOURNAL, died in November at the age of 85 and Charles Alexander Nelson, one of the pioneer attendants at the 1876 Conference, died in January at the age of 90. Los Angeles lost not only its librarian, Everett R. Perry, but also a former librarian, Tessa L. Kelso. The death of Julia G. Babcock, librarian of Kern County Free Library, California, since 1916; Linda M. Clatworthy, head of the University of Denver Library for twelve years; and Martha Conner, instructress for years in the Library School at Pittsburgh, robbed the profession of three leading women librarians. The profession also lost the great architect, Edward L. Tilton, who had designed more than sixty library buildings during his life, and William H. Rademaekers, president of the firm of library bookbinders, Rademaekers Sons & Co., for the past thirty-five years.

Libraries and Emergency Aid

WE HAVE BEEN exceedingly fortunate in New Jersey in that the Emergency Relief Administration is much interested in the use of libraries. A definite program of education and recreation was worked out under a division of this Administration called Leisure Time Activities Division. This program included libraries. In order to enable New Jersey libraries to

furnish the necessary service for this program, paid workers, skilled and unskilled, were assigned to libraries which had their appropriation badly reduced or which did not have sufficient help to meet the need. This program of service began November 1st. These workers were taken from the unemployed but not necessarily from the Relief list. Wherever possible, trained or experienced librarians were assigned to these library positions. The librarian was given the right to select or suggest the persons to be assigned to the library.

When the Civil Works Administration program was announced, the libraries of the State were asked at once to submit projects. Library projects calling for 661 women and 203 men were submitted. Many of these projects called for trained or experienced librarians. At this writing the workers under these projects are being rapidly assigned.

To meet the situation and to see that librarians and libraries benefited, the Public Library Commission immediately wrote to all library schools in this part of the country asking for the names of any unemployed library school graduates in New Jersey. When these lists were received the Commission added to them the names of all librarians who had applied at its office for positions and all the names sent in by the American Library Association. This list was furnished to the Directors of the Civil Works Administration in the different counties and letters were written to the unemployed librarians asking them to immediately register with the nearest employment or re-employment agency which had been designated by the State as one of its employment offices. A list of these offices was enclosed.

All librarians were asked to urge any librarians and library workers they knew to register immediately for employment.

This has resulted in the rapid placing of unemployed librarians. As a matter of fact at the time this is written the list of librarians available in five counties has been exhausted.

The Commission is sending out a second call for names of any librarians that were not included in the first list.

——SARAH B. ASKEW

School Libraries

THE SPLENDID article discussing the cost of school libraries by Miss Clark and Miss Latimer of the Washington, D. C., Public Library, printed elsewhere, represents twenty-five years of experience in that Library. Many public libraries have a plan for service to the schools, but few, if any, have developed this service to a higher degree than has Washington. This is a timely article for all libraries are cutting down on expenditures and here is a better and less expensive way to serve the schools. Such an important discussion of a subject, of equal interest to schools and libraries, should be brought to the direct attention of superintendents of schools and it is good news that summaries or condensations of this long article will later be published in *School Life* and perhaps in *School and Society*.

Library Chat

"'NOW, SUPPOSE we use our feet to walk on for a while and go over to the library for a brief inspection,' suggested Mrs. Guia. 'Here is a building of genuine, simple beauty, one of the most satisfying examples of Spanish Colonial architecture to be found in the United States.'

"We entered the lovely garden in the forecourt with its fountain and tall palms brushing their fronds against the eaves of the tile roof and saw patrons sitting out under the shade of the portales or in patches of sunshine, as their taste dictated. They were reading as quietly outdoors as if in the seclusion of their own gardens. The Joneses especially exclaimed over the Peter Pan Children's Room with its outdoor reading space reserved to the youngsters, and agreed that the building presented a charming Californian picture. . . .

"Ten minutes later we were parked in the grounds of the Huntington Library and Art Gallery, the magnificent bequest left to the public by the late Henry E. Huntington, nephew of the renowned Collis P. Huntington, builder of the Southern Pacific Railroad; himself builder of the Pacific Electric Railway. The Huntington home, vast and magnificent as a European palace, houses the collection of paintings, and the classical library building contains the greatest collection of books and manuscripts outside the British Museum. Surrounding the buildings are 207 acres of lawns, gardens, oak groves and orange orchards, the estate sloping down from an eminence to Huntington Drive, from which the main gates are reached by following San Marino Avenue to Stratford Road. The Pacific Electric cars of the Sierra Madre Line will drop passengers at the special Huntington Library stop.

"Producing tickets at the gate, I explained to the Joneses: 'We anticipated this moment by applying for tickets ahead. You see, it is a rule of the institution to admit no more than 500 people on any one day, to avoid undignified confusion and menace to the invaluable contents of the rooms. Applications must be sent in to the Exhibition Office, Henry E. Huntington Library and Art Gallery, San Marino, California, with a stamped return envelope and a statement of the day of the week preferred for the visit. Five tickets are allowed per applicant for week-days, four for Sundays. The institution is closed on Mondays.'

"'This is not, then, a public institution in the full sense of the word?' inquired Mr. Jones.

"When Mr. Huntington, who is characterized as the greatest book-collector the world has ever known, bequested his home estate, it was in the form of an indenture of trust stating that the library, art gallery and grounds should be governed by a board of trustees 'for the benefit of all qualified persons whomsoever, as a free public research library, art gallery, museum and botanical gardens, which library shall be for reference and research only.' . . . . The director of the entire institution is Dr. Max Farrand. . . ."

——From *Los Angeles in Seven Days*
BY LANIER AND VIRGINIA S. BARTLETT.

Library Books Reviewed

Organization of Knowledge in Libraries[1]

MR. BLISS' second volume on Organization of Knowledge will not afford much comfort to head librarians and executives, on the look out for cheaper and more expeditious ways of organizing and classifying the printed and manuscript resources of their libraries, while at the same time preserving their efficiency and effectiveness. To observe and live up to the high standards set up by the author of the present work will obviously require classifiers with better, both academic and professional, preparation than those found today in the average library, and more of them. This is as it should be if viewed from the standpoint of Mr. Bliss and those who believe as he does, that only the best is good enough, and that any let-down in efforts to maintain and improve service is dangerous, especially in view of the constant growth of libraries and the increasingly difficult problems of administration resulting therefrom.

There are, however, a great many librarians who are rather lukewarm to this matter of classification, and their number seems, if anything, to be on the increase. The chief reasons are no doubt based on economic considerations which, especially at a time like this, loom large in the minds of administrators. Then there is the fact that so many libraries, perhaps a majority, operate either without a subject classification, or under a system too broad to be of any aid to one admitted to the shelves. Take the public, college and university libraries classified on the D.C. of forty years ago, institutions like the Boston and Chicago public libraries, the British Museum, Bibliothèque Nationale, in fact the majority of European libraries. The officials in these institutions manage without a close classification. Some are even opposed to it. Here in America we have university libraries with a classification so broad that one must spend hours searching through from seven to twenty shelves of books and pamphlets, arranged in one alphabetic series of authors' names, in order that books on a particular topic may be consulted. A suggestion that closer classification might be desirable is usually met by the argument that the subject catalog, some bibliography or the reference assistants will afford the same or better service.

Yes, occasionally help may be obtained from these sources, but never without an expenditure of time which might have been saved had close classification prevailed. One recalls also in this connection the somewhat overbearing smile with which Italian librarians would refer to what they chose to call the "*Credo germanico de catalogo sistematico.*" Curiously enough today the boot seems to be on the other foot. The faith of many German librarians in classification on the shelves appears to have been shaken, while at least one important Italian library is applying a classification believed to be closer than any yet attempted by a European institution.

There are, no doubt, many librarians who sense the weaknesses inseparable from an organization which tries to operate, either without subject classification, or with one too broad to be of any real help, but a reorganization of the book resources is at best a serious and expensive undertaking, and the larger the library the less likely its realization. The writer well recalls a reference by Bernard Greene, for many years superintendent of building and grounds at the Library of Congress, to a visit by him to the British Museum where Richard Garnett, the Keeper of Printed Books, served as his guide through the bookstacks. They had reached the section which contained books on amusements, games and the like, and Mr. Greene commented on the fact that no effort had apparently been made to place books on a particular game or pastime together. Garnett who had for many years served as classifier answered with a wistful smile, "Yes, many is the time I have wished that we might see all the books on chess together. I have reason to believe that the Museum collection would rival any now in existence, but it is of course out of the question at this late hour to attempt a reorganization." In spite of skepticism and even opposition on part of many, a goodly number of librarians particularly in America will no doubt share the author's views on classification and strive to maintain or reach the ideals outlined in the present work, and which it is his plan, we understand, to develop and present in detail in the final volume to include the classification proper.

Mr. Bliss' discussion on "Notation" in chapter III will prove a welcome addition to the scattered and insufficient literature on this subject to be found in periodicals and handbooks. It will be appreciated, especially by students and teachers of classification. This holds true also of the following chapters where students will find much of interest and value. Some will be disposed to take issue with the author's views on classification of certain books and subjects, e.g., the works of philosophers. There appears to be a growing tendency in libraries to keep the works of a philosopher together, particularly where it is difficult to determine the specific subject students desiring to learn the resources of the library in any given subject, being taken care of through the medium of the classed catalog. A similar argument has been advanced in regard to works of musicians. Not only librarians, but writers on music and instructors, e.g., J. K. Paine, W. S. B. Matthews, George Upton and J. J. Hattstaedt have expressed the opinion that all the works of a composer should be brought together followed by works about him, the requests of those interested in particular arrangements to be answered by the subject catalog. This is the plan generally accepted in literature for authors' works and writings about them. The needs of the occasional student whose predominating interest centers about some form of literature, e.g., drama, poetry or fiction, is served by means of form entries, special lists or references.

Where the author deals with the relative merits of the classed and the alphabetic subject-catalog, as in chapter VIII, it is not difficult to see that he has little use for the latter. He is particularly hard on the dictionary form. Some of his statements, as for instance, that the leading scientific libraries here and abroad have long since adopted classified catalogs, properly indexed, to serve their needs better than alphabetic subject catalogs would (p. 162), may be a little too sweeping. In this connection a reference might well have been made to the efforts of some libraries as the Bavarian State Library, the Library of Congress, John Crerar and others to maintain both a classed and alphabetic subject-catalog on the ground that this is the ideal arrangement. His assertion, p. 167, that the dictionary catalog is the least simple and the most confusing may be true where the dictionary principle has been permitted to run wild and entries jumbled together with no distinction between general or regional aspects, author or title entries. Where on the other hand the directions laid down by C. A. Cutter have been followed, the dictionary catalog will answer at least as readily as the author plus the classified subject-catalog and index, the two questions asked by ninety-five of every one hundred readers, viz., (1) "Have you a given book?" (2) "Have you a book on a certain subject?" Chapters X-XIII which take up in order the Decimal, Cutter, Library of Congress, Brown, Halle and the International Catalog of Scientific Literature classifications may be the signal for another seven years' war of classifiers, even more violent than the one of the eighties of the last century. All the systems mentioned are subjected to some pretty stiff criticism with occasional, rather mild commendation. That the Decimal classification con-

[1] Bliss, Henry Evelyn. *The Organization of Knowledge in Libraries and the Subject Approach to Books.* New York. The H. W. Wilson Company. 1933. XVI, 335 pp.

ceived by an Amherst undergraduate in his twenty-second year, with only the Amherst Library of 1873 at his disposal, with no systematic training and no professional librarian to guide him, should fare badly was to be expected. That the Library of Congress system developed without reference to the needs of other institutions, under conditions and pressure of which no outsider can have any conception must also invite attack goes without saying. As for the D.C. it will no doubt find its able defenders. It is more doubtful if anyone will come forward to speak for the other systems. The writer is familiar with the origin of the L.C. classification, but a review is not the place for any exhaustive statement as to its merits or demerits. It may be sufficient here to mention that much pressure was brought to bear on the Library to adopt the D.C. One prominent librarian advocated for instance the adoption of this system, restricting its application to the original thousand numbers. The result would have been a classification so broad that all access to the shelves would have been precluded. Had the undersigned been obliged to take over the reclassification, which at one time seemed likely, he would have proposed Cutter's plan with a simplified notation, somewhat after the model of the Newberry Library adaptation of that system. The Library was fortunate, however, in securing the services of Charles Martel, still connected with it as consultant. He served as chief classifier from 1898-1916 and it is due mainly to his efforts that a classification has been developed and applied to nearly four million volumes, more minute than any other general classification now available, and sufficiently elastic to provide for indefinite expansion. The scheme was based largely on Cutter's seventh classification, but also on the Halle Schema of Otto Hartwig. In the building of individual schedules many other classifications were of course consulted.

Like other critics of this system Mr. Bliss ignores the reasons underlying the decision not to be bound by one list of regional divisions. The advantages gained by departure from the plan of Dewey and Cutter should be apparent to any student of classification. Let them examine for instance such divisions as, Money-U. S., Banking-U. S., Insurance, U. S., and try to visualize the results if the plan of Cutter or Dewey had been followed, and they will probably agree that the advantages of having brought so much closely related material together on the shelves, more than compensates for added bulk and omission of mnemonic features.

To have limited the Library of Congress Classification to a single volume would have been impossible. Even the index will probably fill two sizable volumes. (Cf. List of subject headings.) Besides a separate volume for each class offers about as many advantages as disadvantages. Any one who has worked with this classification, particularly in university libraries, can testify to this. Of course all concerned will concede that could the classification be made over today in the light of present day knowledge, by the most competent persons, not rushed or overburdened with other duties, not in the situation which in 1910 and 1911 forced one man to prepare for printing and to see through the press twelve volumes containing 2232 pages of schedules, between the hours of 8 P. M. and 4 A. M., while attending to his regular duties from 9 A. M. to 5 or even 6 P. M., most Sundays and holidays included. That under the circumstances more shortcomings did not appear has always been a mystery to the writer. He still feels that it was a great achievement and one of which American librarianship can justly feel proud. More than one hundred libraries here and abroad have adopted the classification, and that in spite of Dr. Putnam's warning in the admirable statement presented by him in 1905 at Portland. Other learned and specialized libraries will no doubt continue to adopt it until something distinctly superior becomes available.

Mr. Bliss has performed a great service in preparing the present volume. It will be read and consulted by all who are concerned with classification, whether in the course of their regular duties in the libraries, or as students and instructors in the schools. All will look forward with eagerness to the next volume, or rather volumes, for the author's plans to present a classification and index compiled on the lines laid down by him in the work under consideration will certainly require more than one volume. An effort to limit it to one would in the writer's opinion be a serious mistake.

—J. C. M. HANSON.

Manual of Library Routine[1]

THE MANUAL OF LIBRARY ROUTINE and its series bring to mind the works of Dana, Flexner, Bostwick, etc. But, it evades comparison with the American books because it aims in some three hundred pages to give the basic principles of the routine of city, college and other libraries. Such a short book can only be a résumé of routine principles. The brevity of the work tends to disguise the wide field covered and makes the whole matter of library routine seem simpler than it really is. However, the key-note of each routine problem is carefully described. The clear and simple style, the orderly grouping of the topics, and a good index all tend to make the book very useful as a text for library schools where it could be supplemented with classroom lectures.

[1] Doubleday, W. E. *Manual of Library Routine*. Library Association (British) Series VI. Scribner. $3.00.

Remembering the interminable debates on the need of, or the rejection of, accession records, the awful sacredness of library handwriting, etc., it is a relief to find that Mr. Doubleday feels that once basic principles are grasped, routine can be administered without too great difficulty. The value of accuracy, method and elimination of non-essentials are stressed and the pitfalls of routine work are pointed out. Some of the charging systems described may be necessary in existing systems in Britain, but they seem unwieldy. There is no doubt that the author has a weakness for colored cards; but there is much common sense in his discussion of tinted files, and they may after all be a solution of certain problems. Apart from such unfamiliar terms as "stock-taking," "prose fiction" and a few phrases, an American librarian will be very much at home with the book and may reflect upon the similarities of American and British library systems. The bibliographies are up-to-date and not too large, and they show strikingly how familiar the author is with American usages.

Of course the book has its place in library schools and in a bibliography of library economy, and it should be of particular interest to librarians of Britain and its Dominions. The examination questions given in the appendix are a valuable addition and could be used to probe training classes. The librarians of small libraries would find that the *Manual* would keep before them a provocatively sensible view of routine.

—PHYLLIS KNOWLES BROOD.

Scholarship For Illinois Library School

THE KATHERINE L. SHARP scholarship for graduate (i.e., second year) students in library science at the University of Illinois Library School will be awarded again this year. The holder of the scholarship receives $300 and is exempt from the payment of University fees, except for the matriculation ($10) and diploma ($10) fees. Miss Sharp, for whom the scholarship is named, was the organizer of the Library School at Armour Institute, Chicago, and conducted it there for four years; she was then, in 1897, made librarian of the University of Illinois, and the Library School was transferred to Illinois, where she remained in charge as director until 1907. The scholarship has been endowed through the generosity of the University of Illinois Library School Association. Application blanks may be secured from the Director of the University of Illinois Library School. Applications will be received until March 1, 1934. The award will be made about April 1 for the academic year beginning September, 1934.

The Open Round Table

Suggested Program For Junior Members

AT THE A. L. A. Conference at New Haven two years ago there came into existence the Junior Members Round Table. The basis on which this group was organized was entirely different from that on which other groups within the A. L. A. had originated. Whereas the latter were bound together by certain professional ties, such as similarity of library (agriculture, law, college) or of department (cataloging, order, reference) or homogeneity of interest (adult education, radio broadcasting, work with foreign-born), the only tie that bound the new group together was the fact that none of the members had been born more than thirty years before.

The first project which this group undertook was the survey of opinion concerning library schools[1]; the second is the forthcoming *Index to Library Literature, 1920-30*. Whether or not the Junior Members Round Table was the proper agency to undertake either of these projects, it is evident that at the present time the group is without a definite and satisfactory program. This was clearly apparent at the Chicago meeting, when the request for suggestions regarding the future yielded very little of tangible significance. A few projects, similar to those already undertaken, were suggested, but they served only to confirm the lack of a comprehensive and unified program. Plainly, the group has no definite aim; indeed, the very absence of a sense of direction makes necessary the undertaking of independent projects whose connection with the Junior Members Round Table is exceedingly tenuous. The usefulness of the undertakings to the profession at large is not questioned, but it is at least to be regretted that the activities engaged in are not closer to the essential interests of the junior members. As it is, but a small number actively participate in the projects undertaken, and the great proportion of the membership (actual and potential) maintain a relationship with the Round Table which is purely formal. It is perhaps not too much to say that unless a definite program is adopted the Round Table as such might as well give up its birthright.

Well, is there any reason for the group's continuance? Or better, is there a field of librarianship inadequately covered or altogether ignored by any existing organized group within the A. L. A. which the Junior Members Round Table might well make its particular concern? Without stopping to take an inventory of the active interests of the several round tables, sections, and other organizations, may we propose that the Junior Members adopt as their aim the formulation of a philosophy of librarianship. The absence of such a philosophy was clearly recognized in a recent publication by Professor Pierce Butler:

"Unlike his colleagues in other fields of social activity the librarian is strangely uninterested in the theoretical aspects of his profession. He seems to possess a unique immunity to that curiosity which elsewhere drives modern man to attempt, somehow, an orientation of his particular labors with the main stream of human life. The librarian apparently stands alone in the simplicity of his pragmatism: a rationalization of each immediate technical process by itself seems to satisfy his intellectual interest. Indeed any endeavor to generalize these rationalizations into a professional philosophy appears to him, not merely futile, but positively dangerous."[2]

Although this point of view receives its clearest explication from the pen of Professor Butler, it is not the first time it has been recognized. Only as recently as the 1932 mid-winter meeting of the A. L. A., Mr. Carleton B. Joeckel called upon librarians to define their platform. He said:

"Has the public library a real platform—a definition of its purpose and of its vital necessity so brief and so simple that it will appeal to citizen and administrator alike? . . . . The result (of the absence of a platform) is that the day of the librarian's first great testing finds members of the American Library Association still debating whether the library is for all the people or only for some of them, whether it shall supply books of ephemeral interest to its readers or leave such books to the tender mercies of the rental libraries, and so on. Am I going too far when I say that I doubt whether any other activity of government is as vague, as indefinite, and as generally inarticulate in defining its purpose and its proper field of service . . . . as the public library?"[3]

If ever there was a time when a philosophy was needed it is the present. Today when librarians are faced with the necessity of proving the library's importance to the community, they are rarely able to relate their activities to the social process. What librarian is not faced with the problem of presenting evidence to validate his claim for continued support in the face of greatly reduced municipal income? And yet the librarian's claim largely depends upon his ability to demonstrate the importance of his institution to the community at large. Unfortunately, gross figures of use are likely to be an inadequate index; what is much more essential is the relation of library activity to some end which the community considers desirable, if not indispensable.

Now it is significant that whenever a philosophy of librarianship is at all considered, it is in terms of the public rather than the college or special library. This is so because the public library is an institution whose aims must be formulated in its own terms. It alone is responsible for what it undertakes to do. The aims of the college library are hardly less than those of the institution it serves; the activities of the special library are conditioned by the profession or particular clientèle to which it is responsible. But what of the public library? Who is to say what it shall do? In a democracy probably the immediate answer is that the aims of the public library are defined by the desires of its constituents, but the very inclusiveness of this answer makes it extremely vague. And the vagueness of this point of view (if, indeed, it is the accepted one) is reflected in current policy.

Consider fiction. Which titles ought the library to supply? Let us refer to our assumed public library platform and repeat glibly "The fiction that the public wants." But right here there is a conflict. While we do not pretend to know the holdings of all libraries, it is fairly safe to assume that the novels of Tiffany Thayer are absent from most public libraries. Now few librarians would deny that a very real demand exists for Mr. Thayer's emanations, yet they would be equally sure that that in itself is not sufficient reason for his acceptance as legitimate stock-in-trade by public libraries. Thus, the original statement of purpose must be revised, and certain standards set up. Without following up the practical implications of this development, it is enough to point out that whatever standards are set up depend upon a philosophical consideration: what ought the library to do? To this question there is no definite "right" answer, demonstrable in categorical terms, but whatever answer is given depends upon a certain point of view. That is to say, there is no simple formula or rule of thumb upon which a librarian might depend for a decision as to his proper course. Whatever he decides is likely to be a subjective judgment, and is quite as likely to be the wrong thing from one viewpoint as it is right from another. It is precisely these points of view that need airing, and their logical implications that need analysis.

Although we have taken the fiction problem as one perhaps most obvious in demonstrating the need for a philosophical approach, other problems in librarianship need it no less. Consider reference. Practically every large library maintains at considerable expense a very elaborate reference service. What is the library's responsibility to a citizen who requires aid in solving a crossword puzzle? Or to an advertising agency which requires, say, a picture of an eagle? And does this responsibility differ toward a phy-

[1] Lib. Jour. 58:585-89.

[2] Butler, Pierce, *An Introduction to Library Science*, pp. xi-xii.

[3] Joeckel, C. B., "Questions of a Political Scientist," in A. L. A. *Bulletin*, 27:67-68.

sician who requests reports on the latest developments in cancer research? Parenthetically, it should be noted that the answers to questions such as these are logically prior to the consideration of certain practical questions that librarians often ask; e.g., how much time should be given to a reference question? Or, is the library justified in making a charge for reference service of a certain type?

Ultimately the question comes down to this: What is the public library for? To start from current practice and attempt to interpret the "ought" from the "is" is to distort the perspective, although an analysis of current practice may be very useful in evaluating library service in terms of what it ought to be.

To the formulation of a philosophy of librarianship, then, we urge the Junior Members Round Table. If it be contended that philosophy is the proper business of the experienced and mature, our answer is ready. For a philosophical approach a considerable degree of objectivity is necessary. There is constantly the temptation to describe desirable library objectives in terms of the practice with which one is best acquainted. Valuable though experience may be, what is needed even more is live and untrammeled imagination, free from the illusion that a thing is necessarily "right" merely by virtue of its long standing. To express this idea in brief, one might say that the very youth of the junior librarians renders them peculiarly fitted to a consideration of principles divorced from the elaborate detail of contemporary practice.

At the same time it would be futile to deny the leavening influence of experience. And of experience the Junior Members Round Table amply makes up in range what it lacks in length. Among the membership are numbered representatives of all types of libraries, and all branches and departments of library activity. The possibilities of intellectual conflict (of cataloger ranged against circulation assistant, of children's librarian against readers' advisor, to mention but two) are pleasant to contemplate. Whether a definite philosophy of librarianship would ultimately emerge from the group's deliberations it is impossible to say; but there can be small doubt that from a sincere effort to determine "whither librarianship" the profession would immeasurably benefit.

—LEON CARNOVSKY
E. W. MCDIARMID, JR.

THE NOVEMBER issue of the *Bulletin* of the Association of American College contains two articles of possible interest to college librarians: pp. 337-345, "College Students' Reading," by Pierce Butler, describing experience in the John Crerar Library with college students; and, pp. 330-336, a "Report on the Activities of the College Library Advisory Board of the American Library Association," by D. B. Gilchrist, chairman.

Material Available For The Asking

I HAVE read with interest Miss Ewing's article in the November 15th issue on "Borrowing from our Neighbors," particularly her remarks about government documents, a subject in which this Library is especially interested. While she is naturally referring to United States publications some of her remarks apply equally well to British official publications though in this case it cannot be said that "much of this material is available for the asking."

As many of your readers know any publication of H. M. Stationery Office, London, can be purchased through the British Library, but the Library also maintains its own separate files of official documents and possesses copies of all important publications issued since 1920 and many outstanding ones before that date. Not only is this material available on inter-library loan but the services of members of the staff expert in British affairs are willingly placed at the disposal of librarians who care to avail themselves of them.

—ANGUS FLETCHER, *Director, British Library of Information, N. Y. City.*

Trustees Reelected For Paris Library

THE FOLLOWING trustees of the American Library in Paris were reelected at the annual meeting for a period of one year, as nominees of the American Library Association: Dean Beekman, A. K. Macomber, Theodore Rousseau, Mrs. Edith Wharton, Kenneth O. Spinning; and for a period of three years: Dr. Edmund L. Gros, Joseph Du Vivier, Laurence Hills, Nelson D. Jay, and M. Percy Peixotto. Welles Bosworth was elected to fill the unexpired term of Edwin L. Sanborn who has resigned, and Thomas Pearson for a period of three years to replace Royall Tyler who has resigned.

WILHELMINA HARPER, formerly organizer and Supervisor of Children's Work in the Kern County Free Library, and now reorganizer and librarian of the Redwood City, California, Public Library, has had two new school readers recently published by the Macmillan Company that complete her *Treasure Trail* series. These are *Mountain Gateways*, a seventh reader, and *Journey's End*, an eighth reader. She has also just completed the making of required reading lists for the seventh and eighth grades of the Redwood City schools, comprising some two hundred titles each, classified, and with credit points assigned. These lists were used most successfully in her Kern County work, where children read two and three times the number of books required by the schools during the year.

Free And Inexpensive Printed Material

Faxon's Librarians' Guide. Lists about four thousand American magazines with price of subscription and tells how often these magazines are issued. It also gives in a separate alphabet at the beginning of the catalog a list of about thirteen hundred (indexed) American and English periodicals showing in which of the thirteen general indexes each of those titles may be found and also giving, for the benefit of those making up volumes for libraries, such information as how often published, in what form the title page and index is issued and what volume or volumes were issued during 1933 stating, in the case of those that are irregular, which months were skipped. This catalog will be sent, without charge to librarians on application to F. W. Faxon Company, 83 Francis Street, Back Bay, Boston, Mass.

Stories of Men and Women Who "Did." Compiled from the *Dictionary of American Biography* and indicative of the many human interest stories contained in this work. Available free of charge to librarians from Charles Scribner's Sons, 597 Fifth Ave., New York.

The Great Story of Mankind. A booklet briefly setting forth the contents of the *Universal History of the World*. Available free of charge to librarians from Wilston Bureau, 35 East 22 Street, New York.

Extra-Curricular Facilities in New York City. Compiled by the Committee on Extra-Curricular Activities of the Child Study Association of America, 221 West 57th Street, New York. Arts, crafts, dramatics, dancing, music, nature study—a critical guide to places where such work is being done, together with an introduction setting forth the need and varied benefits of outside interests. Price 15 cents.

The History of French Children's Books, 1750-1900. An extremely interesting and valuable catalog is being published by The Bookshop for Boys and Girls, 270 Boylston Street, Boston, entitled "The History of French Children's Books, 1750-1900." This catalog was made in Paris by Esther Averill from the historical exhibition arranged for The Bookshop by J. G. Deschamps and Miss Averill from the former's collection and gives essential history and description for each section in the display and, with each book, the necessary bibliographic information and a short description note. The exhibition is to be shown at The Bookshop during January, 1934 and the catalog will be on sale December 15. The catalog is important to collectors and valuable to librarians wishing to build such a collection. It may be obtained from The Bookshop for Boys and Girls for 50 cents.

Scientific Study of the Voluntary Reading of Fifth Grade Children. Covers reading of both white and colored children in the public schools of Louisville, Kentucky. By Bernice W. Bell, head of Children's and School Work, Louisville Free Public Library, with the cooperation of the Louisville Public Schools Bureau of Research. 15c per copy.

In The Library World

A Plan For Book Drives

I. PRELIMINARY PROCEDURE

1. Interest librarian, library board, superintendent of schools and newspaper editors in cooperating.
2. Find out where money for prizes to the children is to come from. Library board, school board, special school funds, women's clubs and suggestive sources. A prize of $1 to the child in each room who gets the most books, and $3 to the one who gets the most of all, usually works well.
3. Have the superintendent call a meeting of all teachers and principals. The superintendent should say a few words about the drive, expressing his approval and desire for cooperation, and then introduce an enthusiastic speaker, who will outline the plan for the drive. The superintendent should follow, showing further personal interest, and also ask for expression from principals and teachers. Questions also may be asked the speaker.
4. Type of books should not be limited, as some homes have better ones to give than others. Children should have equal opportunity to get what they can. Undesirable matter can be weeded out and usually sold for waste paper. This announcement should be made in the first newspaper publicity.

II. SUGGESTED PLAN

1. Should run two full weeks, over two week-ends. Time should be suited to the convenience of the schools. Announce date of opening but *not* date of closing the drive, as some reason may occur to make it more successful to continue a few days longer.
2. Children are to bring books from their own and other people's homes, to their school rooms, morning and noon each day the drive continues. They like to watch the pile of books grow.
3. Teachers in each grade should write the names of children in the room on the blackboard and change the number after each child's name every time he brings more books.
4. High school students work under direction of their advisors. They may be slow to start, but finally do go "over the top" and often get the best results.
5. Have visits of two or three minutes to school rooms, with short talks, to encourage children and teachers, by superintendent, principal, library staff, members of the board, and others interested.
6. Superintendent's office sends out report blanks to each school to be filled and returned each day. The principal distributes and gathers blanks in his building and returns them to the superintendent's office. The report gives name of building, number of grade, name of teacher, name of child having largest number to date, number of books gathered on the day, and total number to date.
7. From these reports the superintendent's office reports fully to newspapers each day.
8. Report also any human interest stories that may arise. There always are some.

III. NEWSPAPER PUBLICITY

1. Have a good write-up in the beginning, giving the purpose and plan of the drive.
2. State the number of books expected; for example, a town of 10,000 population should produce 30,000 books. Two and one-half times the population, in number of books, can invariably be obtained, when the drive is put over intensively and with the right cooperation of all concerned. From two-thirds to three-fourths of the books are usable.
3. The success of the drive depends on the full and complete cooperation of the library, schools, newspapers, and the community in general, as well as on the spirit, and enthusiasm of the person, or persons directly responsible for putting it on.
4. There is a psychological effect in a drive rightly conducted that works like contagion or wild-fire.
5. Tell results of book drives in other towns of similar size.
6. Ask people to be very patient with children who call at their doors, to respond with books they are willing to contribute, and to cooperate in every way possible to make the drive successful.
7. State that complete reports will be given from day to day.
8. Be sure to write up any human interest stories that will make the newspaper publicity spicy.

IV. BENEFITS DERIVED

1. School people say that a book drive is the best civics project they ever put over.
2. Gives students added zeal and interest in school studies and activities and in the library.
3. Makes the children and people generally feel that the library belongs to them.
4. A book drive is the best publicity stunt the public library can use.
5. It replenishes the library book needs, especially for circulation.
6. Increases the circulation and general use of the library.
7. In some cases rare and out-of-print books appear in the collection.
8. Calls attention of the city fathers to the importance of providing for the library.
9. When "book" and "library" are said from ten to fifty times at every door in the community for two weeks, everybody becomes interested.

—MARY E. DOWNEY

Reading Circle Plan In Idaho

LAST YEAR, because of the limited funds of school districts and the cutting of school expenses, little or no money was allowed for school libraries in Blackfoot, Idaho, and a new plan to build up reading material for the rural schools was started. The Bingham County Circulating Library was organized to fulfill the state regulation requiring each eighth grade pupil to read three books in order to receive his diploma of graduation, and a seventh grade pupil to read two books in order to pass into the eighth grade. Under this plan each school entering paid a fee of $20. Last year ten schools joined. The State office sends out yearly a required reading circle list for all grades and, from this list, forty-four different titles were chosen covering the first six grades and four copies of each book were purchased. Twelve more books were chosen from the list for the seventh and eighth grades and five copies each were purchased. Added to this were fifty different titles chosen for the upper grades from the standpoint of good reading. The books were divided into ten boxes, one box going to each of the schools joining, giving an average of thirty-one books per box. At the end of two weeks the box was exchanged for a different one. The plan was successful and this year twenty schools joined. The yearly fee remained the same with an addition of $5. rental fee for those districts not joining the previous year who wish to use last year's books along with the new ones. The working capital increased with new memberships and this year five copies of each book on the State Reading Circle list were purchased. As there is no storage room available, the books are to be offered for sale to the various districts after three years' use. It is suggested that each district apply for $20. worth of books to go to the local district school library.

Among Librarians

Minnie Earl Sears 1873-1933

MINNIE EARL SEARS, for more than twenty years a cataloger and catalog-executive of the highest type and for ten years an editor of reference books used in most American and various foreign libraries, died in New York November 28, 1933. Miss Sears was born in Lafayette, Ind., November 17, 1873. The youngest member of her class, she graduated from Purdue University at the age of eighteen with the degree of B.S., receiving her M.S. from the same university two years later and a B.L.S. from the University of Illinois in 1900. From the beginning of her library work the scholarly side of cataloging interested her especially and she was successively cataloger at the University of Illinois, head cataloger first in the Bryn Mawr College Library and later in the University of Minnesota Library, leaving the latter library to become first assistant in the Reference-Catalogue Division of the New York Public Library. When she left there in 1920 her work in an individual library ceased, and on joining the editorial staff of the H. W. Wilson Company she entered a sphere of wider usefulness in that her work from that time affected libraries throughout the country as well as the teaching of her chosen subject in many library schools, both the one in which she herself taught and others which used her published work. In 1927, while still maintaining her editorial connection, she joined the faculty of the Columbia University School of Library Service to teach advanced cataloging in the work for the master's degree, and organized there one of the first courses in that subject on thoroughly graduate lines given in an American library school. For four years she was a successful and inspiring teacher until, in 1931, to the great regret of the school she relinquished that work because her editorial duties required her full time. She found time, however, for some cataloging activities outside her editorial work. She was chairman of the A. L. A. Catalog Section 1927-28, of the New York Regional Catalog Group, 1931-32, and from 1932 a member of the A. L. A. committee which is revising the A. L. A. Catalog rules.

Of the twenty published volumes to which her name is attached as either author, compiler or editor it would be difficult to say which is the most important. Her first published work, in the literary rather than the professional field, was her joint-authorship of the *Thackeray Dictionary* (London, Routledge, 1910); this was followed fourteen years later by the *George Eliot Dictionary*. Her earliest work for the Wilson Company was her *List of Subject Headings for Small Libraries* (1st ed., 1923; 2d enl. ed., 1926) which not only met the long-felt need for a subject heading guide for smaller libraries but serves also as a basis for the teaching of that subject in most American library schools. To its third edition, 1933, she added a unique feature, the chapter "Practical Suggestions for the Beginner in Subject Heading Work" which is greatly enhancing the value of the list in its two uses. Of this chapter an experienced teacher of cataloging says:

"It comes nearer than anything yet in print to filling the long recognized need of a textbook on subject headings. It is simple enough to be used by the beginner; it is so arranged as to be easily adapted to the needs of teachers of cataloging yet it is so firmly built on a foundation of practical experience that catalogers of many years standing may read it to good advantage."

Minnie Earl Sears

She edited also the third and fourth editions of *The Children's Catalog*, and two reference works of permanent value which she planned and carried out are the *Song Index* on which she was assisted by Phyllis Crawford, and the *Essay Index* (6 vols. 1931-33) compiled by herself and Marian Shaw, this last an important contribution to cooperative cataloging as well as a reference index. Her connection with the *Standard Catalog for Public Libraries*, of which five new sections and one revised were issued under Miss Sears' editorship is too well known to all who have used the work or collaborated on it to need description here.

To one who has known the work of Minnie Earl Sears in its many varied aspects for more than thirty years certain qualities of that work stand out pre-eminently. She had an unusual capacity for appreciating the importance of thorough and scholarly work, for doing such work herself and for exemplifying it to others. She had marked ability in the training of younger workers, either assistants or students, in stimulating their appreciation of thorough work and in arousing their loyal devotion to her own standards of such work. Aside from her ability to do thorough work and her deep-rooted belief in its importance, perhaps her outstanding professional characteristic was an unusual power of organization which enabled her to see a piece of work as a whole, plan its many details from the beginning and then—an only too rare quality—carry it to completion as planned and on time, no matter what the difficulty or strain might be. What stands out in the mind of the present writer as an example of her power of holding herself to a piece of work until it was finished right is the completion of the third edition of the *Subject Headings* already mentioned. The list itself had been finished and was in type but the original and difficult part of the work, the writing of the new chapter of "Practical Suggestions" was still unfinished when she was prostrated by a severe attack of influenza. Warned of the strain that working at such a time would put upon her already inadequate strength she said simply "It was promised by a certain date and the library schools have arranged their schedules for that date," and worked steadily on, in bed, finishing the chapter near two o'clock in the morning under conditions of fever and great physical distress but with such a grasp of her subject and power of clear statement that when the proof came through a few days later it was not necessary to make any changes in what she had written.

Of a quiet and self-effacing nature, except when the needs of a piece of work forced her to step forward, she would not have wished mention of personal qualities in any estimate of her professional work, and yet there was one personal quality so marked throughout her whole life that to pass it by would make the picture of the professional life incomplete. That quality was the supreme quality of courage. Of herself, when urged to give up an undertaking in the face of what seemed like insurmountable difficulties, she would sometimes say laughingly, "But I'm no quitter." A better description of this enduring quality of spirit is found in the opening lines of Emily Brontë's beautiful poem:

"No coward soul is mine
No trembler in the world's storm troubled sphere"

The whole poem of which these two lines form the beginning was read as part of the funeral services for Minnie Earl Sears in Saint Paul's Chapel, Columbia University.

——ISADORE GILBERT MUDGE

Advance Book Information

Including Books To Be Published Between February 1 And February 15, Based on Data Supplied By Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts **Bi:** Biography **Bu:** Business **Dr:** Drama **Ec:** Economics **Fi:** Fiction **Hi:** History **Ju:** Juveniles **Mu:** Music **Po:** Poetry **Re:** Religion **Sc:** Science **Sp:** Sports **Tr:** Travel

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Stories and personal experiences told by American Indians around the campfire. The author has adhered closely to the Indian method of story-telling. Author of *Earth Horizon* and books on the American Indian. Houghton, $2.50. (2/34)

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BACHE, LOUISE FRANKLIN
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